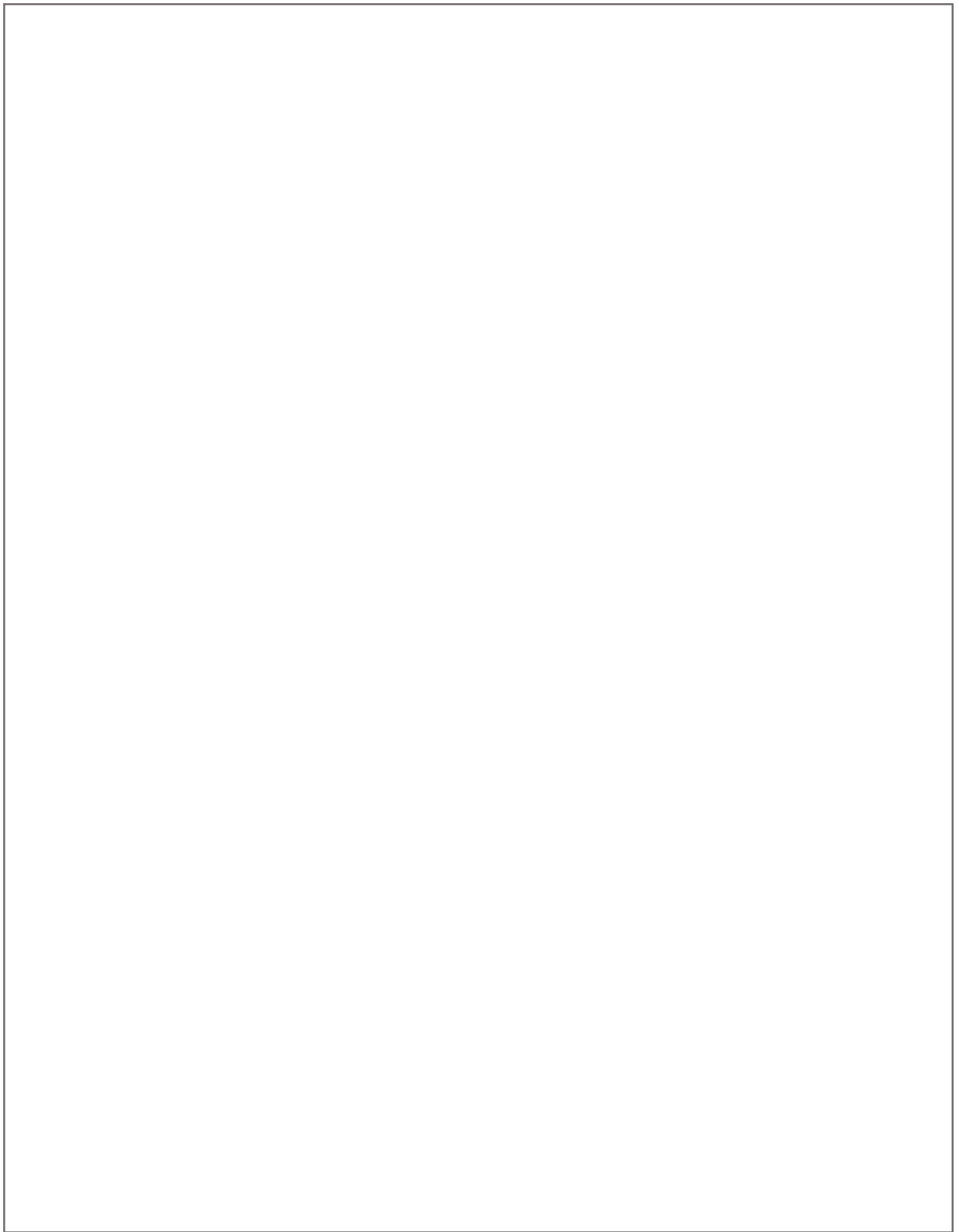# Clovis Community College Institutional Effectiveness Report

PREPARED BY

CCC OFFICE OF INSTITUTIONAL RESEARCH

Summer 2017

Contents

Mission and Vision

The California Community College system is the largest in the nation serving 2.1 million students at 114 colleges. As such, the mission of the California Community College Board of Governors and the Chancellor's Office is to empower the community colleges through leadership, advocacy, and support. The Chancellor's Office recognizes that the colleges have evolved and expanded over the time to meet the changing needs of their communities and the state. The colleges provide:

- Associate degrees and certificates shown to increase earnings and enable students to move forward in their professional development;
- Transfer education to public and private colleges and universities;
- Basic skills and English language proficiency for increasing numbers of students;
- Economic and workforce development to meet the ever-increasing demands of career-oriented young people, adult learners and incumbent workers; and
- With adequate funding, lifelong learning and educational opportunities for all Californians.

California Community College System (CCCCO)

CCCCO Mission

The mission of the California Community Colleges Board of Governors and the Chancellors Office is to empower the community colleges through leadership, advocacy, and support.

CCCCO Vision

The California Community Colleges Board of Governors and the Chancellor share a vision of a better future for Californians by exemplifying exceptional leadership, advocacy, and support on behalf of the community colleges. Their guidance provides access to lifelong learning for all citizens and creates a skilled, progressive workforce to advance the state's interests.

CCCCO Strategic Goals

The Chancellor's Office also put five strategic Goals in place to help guide the individual institutions by clearly stating the prime objectives.

College Awareness and Access

Increase awareness of college as a viable option and enhance access to higher education for growing populations.

Student Success and Readiness

Promote college readiness and provide the programs and services to enable all students to achieve their educational and career goals.

Partnerships for Economic Workforce Development

Strengthen the Colleges' capacities to respond to current and emerging labor market needs and to prepare students to compete in a global economy.

<u>System Effectiveness</u>

Improve system effectiveness through communication and coordination, regulatory reform and performance measurement.

<u>Resource Development</u>

Provide enhanced resources and allocation methods to ensure high-quality education for all.

Reference: CCCCO Strategic Plan, 2013 Update
(http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/2013StrategicPlan_062013.pdf)

Reference: CCCCO Website, (CCCCO Mission and Vision)

State Center Community College District (SCCCD)

SCCCD is one of the largest districts in California and serves over 37,000 students per term at its three college's and multiple campus locations.

SCCCD Mission

State Center Community College District is committed to empowering our colleges in their efforts to promote exemplary educational opportunities and to provide safe, inclusive, and supportive learning environments leading to student success and global competitiveness which will transform our region.

SCCCD Vision Statement

Empowering through Educational Excellence

Reference: SCCCD 2017-20 Strategic Plan, (SCCCD Mission and Vision)

Clovis Community College (CCC)

Mission

The Clovis Community College Mission aligns with the District Mission.

Creating Opportunities – One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycle of research and innovation focused on learning and student outcomes.

Clovis Community College Vision Statement

Clovis Community College is the college of choice for academic excellence, innovation, and student achievement.

Reference: CCC 2017-21 Strategic Plan, (CCC Mission and Vision)

Integrated Planning Model

Clovis Community College

MISSION
Creating Opportunities - One Student at a Time

Data Analysis

Educational Master Plan

Strategic Plan

Program Plans
SSSP
Student Equity
Program Review
Basic Skills
Technology

Resource Allocation
Faculty hiring
Staff hiring
Facilities
Equipment, etc.

Improvements

Program Assessment & Data Analysis

Implementation

COMMUNICATION · EQUITY · DATA · COMMUNICATION · EQUITY · DATA · COMMUNICATION

Chapter 1: Condition of Our Environment

Service Area

To better understand the population outside and around the college, this External Environmental Scan will use the following five geographical areas.

1. College Service Area
2. State Center Community College District
3. Clovis (City)
4. Fresno (City)
5. California

College Service Area

For the purposes of this Plan, the effective service area of the college will be a circular geographical area with a 7.5-mile radius and the College at the center.
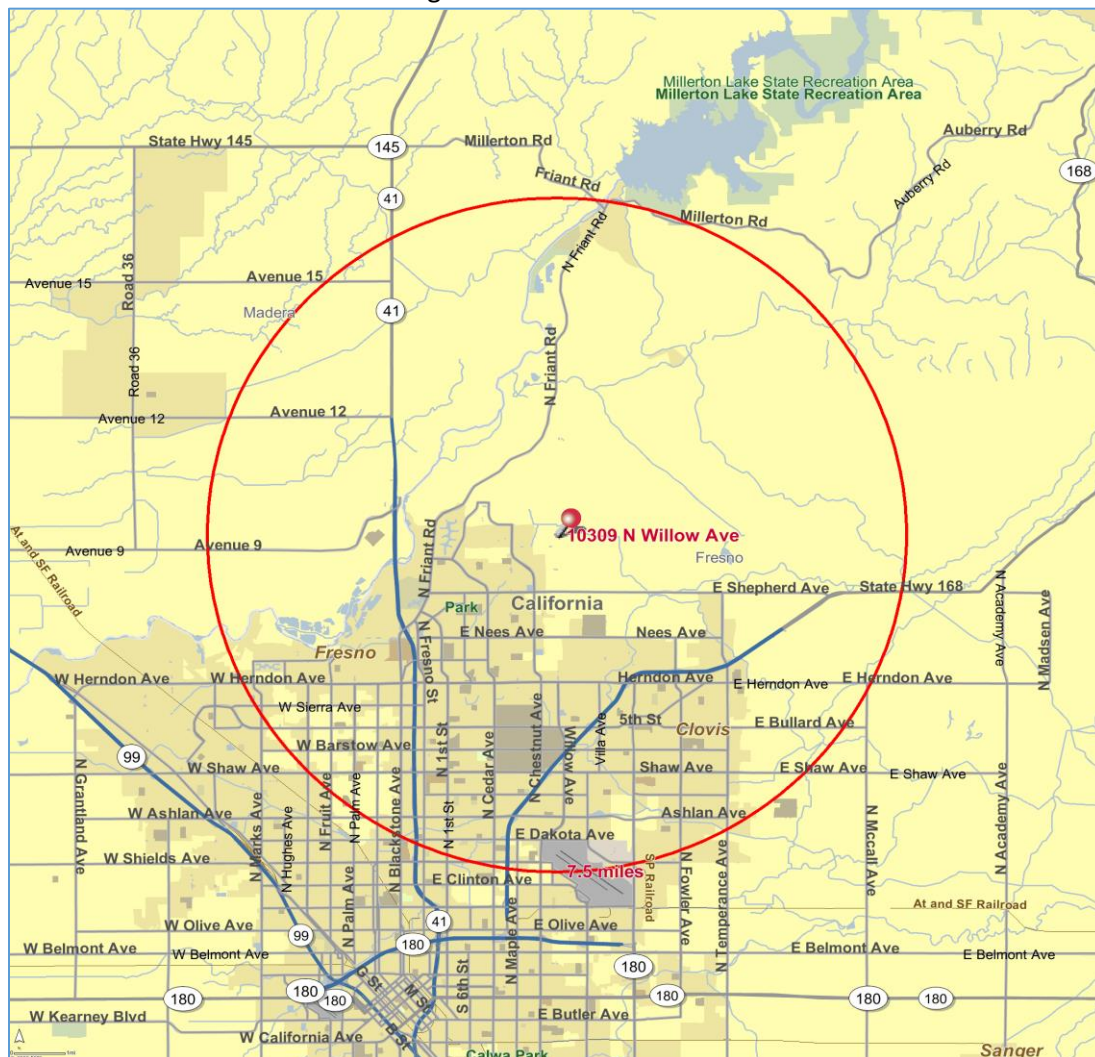
Source: ESRI

State Center Community College District Service Area

The District encompasses 5,743 square miles. It includes nearly all of Madera County and more than half of Fresno County.
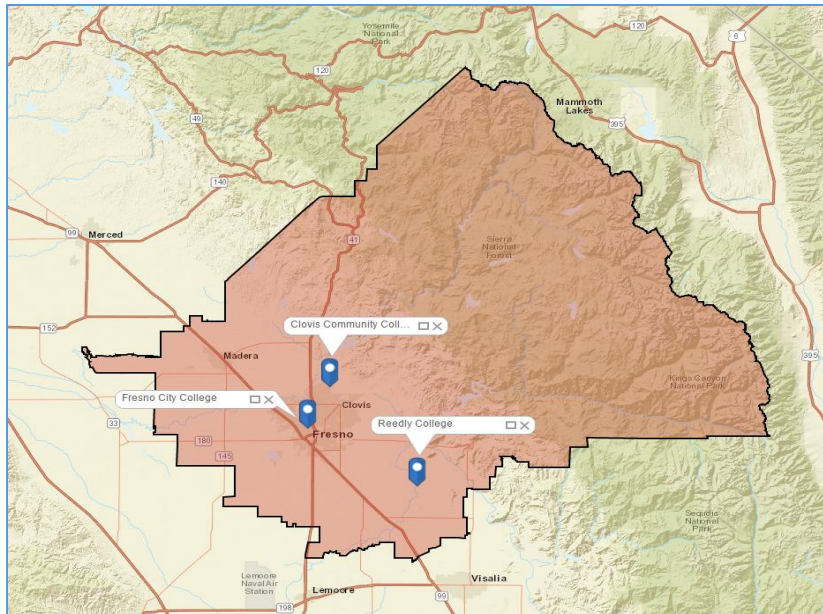
Source: ESRI

Clovis, Fresno and California

The cities of Clovis and Fresno and the State of California.

Demographic Analysis

This section of the External Environmental Scan contains demographic data from the various geographical regions described above.

Service Area Populations

The following table shows the population of the service area, the District, the cities of Clovis and Fresno and of the State. The table shows the population in 2016 as well as the projected population for 2021.

Population Profile			
Area	**2016**	**2021**	**% Change**
Service Area	292,956	306,325	4.6%
SCCCD	1,080,296	1,126,966	4.3%
Clovis	104,755	111,169	6.1%
Fresno	520,772	543,168	4.3%
CA	38,986,171	40,718,391	4.4%
Source: ESRI			

The following chart shows the growth rates for population and the number of households. The data indicates that population growth will be low (0.9% per year) in all the areas except the city of Clovis (1.2%). Household growth will be a bit lower indicating that average household size will increase slightly.

Population & Household Growth Rates 2016

	Population	Households
■ Service Area	0.9%	0.8%
■ SCCCD	0.9%	0.7%
■ Clovis	1.2%	1.0%
■ Fresno	0.9%	0.7%
■ CA	0.9%	0.8%
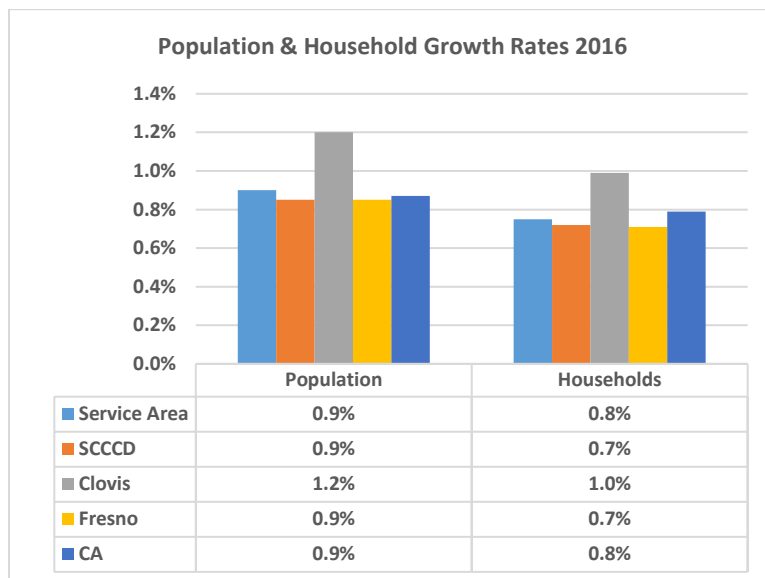
Source: ESRI, Analysis by CBT

Service Area Age Profiles

The median age of the service area population (7.5-mile ring) is 34.9 years. This is somewhat higher than that of the District (31.8 years). The area around the college is younger, on average, than the State of California.

Median Age Analysis

	Service Area	SCCCD	Clovis	Fresno	CA
■ 2016	34.9	31.8	34.7	30.5	35.8
■ 2021	35.8	32.8	35.4	31.5	36.7
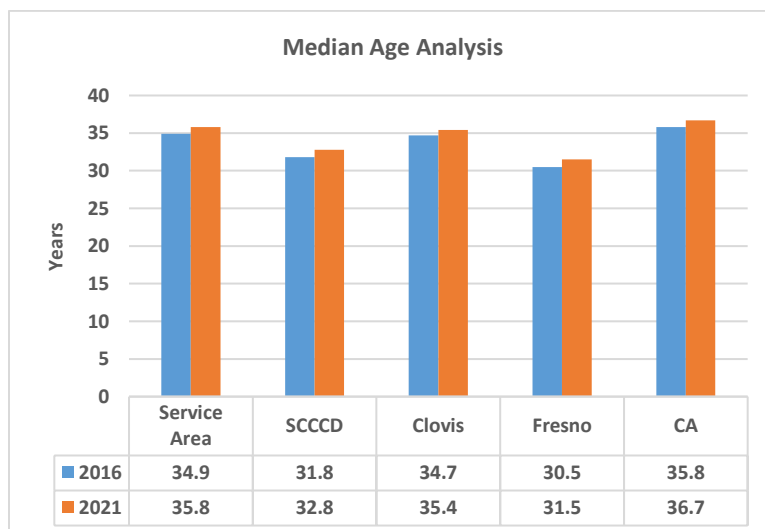
Source: ESRI, Analysis by CBT

The following chart shows the percentage of the population in each of the age segments. The first bar shows the data for 2016 and the second bar shows the data for 2021. This chart illustrates the projected shifts in population relative to age.

The data shows that the portion of the population in all the age segments from 5-24 years will go down. The percentages of the population in all the age segments from 25-85 years of age will increase except 45-54 and 55-64. The segment of 20-24 years of age is the prime college-going population. This segment currently comprises 8.1% of the service area population and will fall to 6.9% by 2021 because of the aging population.

Clovis Community College Service Area
Age Profile

	0 - 4	5 - 9	10 - 14	15 - 19	20 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65 - 74	75 - 84	85+
2016	6.6%	6.5%	6.7%	7.0%	8.1%	15.2%	12.0%	11.9%	11.8%	8.0%	4.1%	2.1%
2021	6.7%	6.4%	6.5%	6.6%	6.9%	15.7%	13.5%	10.7%	11.2%	9.1%	4.6%	2.0%
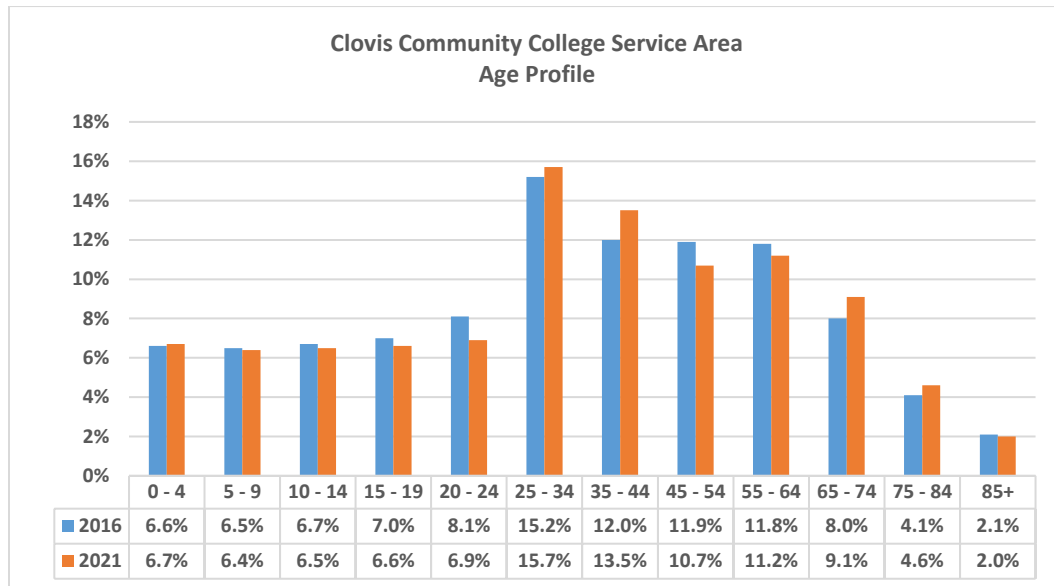
Source: ESRI, Analysis by CBT

For comparison, the following chart shows the same data for the population living within the State Center Community College District. The data shows the same trends for all age segments.

State Center Community College District
Age Profile

	0 - 4	5 - 9	10 - 14	15 - 19	20 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65 - 74	75 - 84	85+
2016	8.3%	7.9%	7.7%	7.5%	8.1%	15.3%	12.0%	11.1%	10.4%	6.9%	3.4%	1.5%
2021	8.3%	7.8%	7.6%	7.1%	6.9%	15.6%	13.1%	10.3%	10.1%	7.7%	3.8%	1.5%
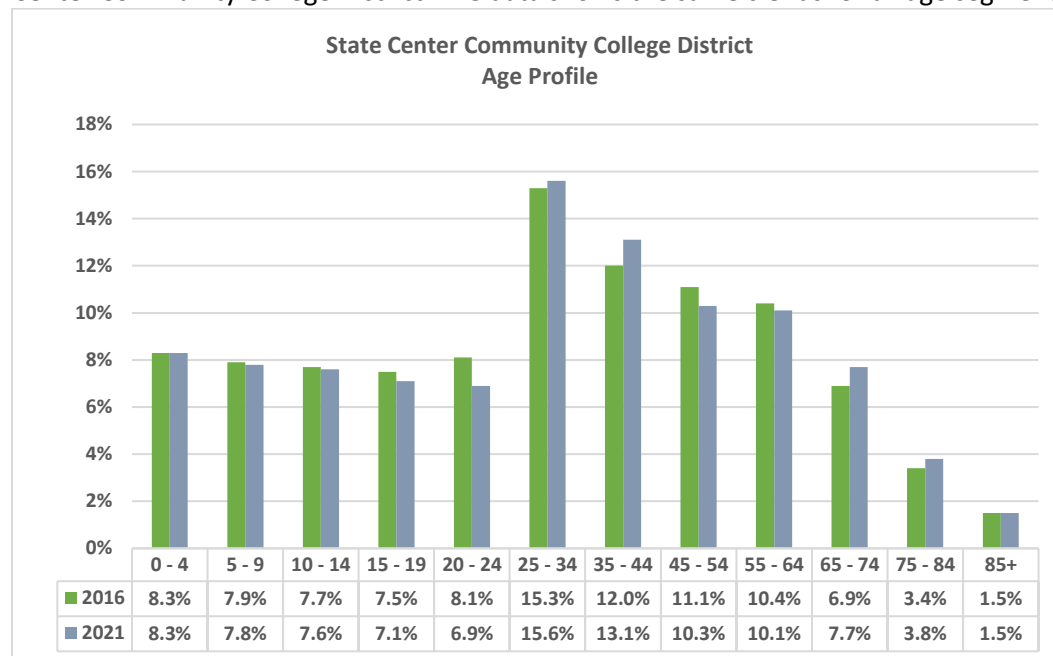
Source: ESRI, Analysis by CBT

Service Area Race/Ethnicity Profiles

The following tables show the race/ethnicity profile for the populations of the service area and the District.

NOTE: The United States Census considers "Hispanic" an origin, not a race. People of Hispanic origin can be of any race. Therefore, the Hispanic category is not included in the upper portion of the table that totals 100%.

The service area population is primarily "White Alone" (64.3%). This percentage is projected to fall by 1.8 percentage points by 2021. The next largest groups are "Some Other Race Alone" (12.7%) and "Asian Alone" (11.8%). In the service area, 31.2% of the population identifies as Hispanic. That percentage is projected to increase to 34.0% by 2021.

Clovis Community College Service Area Race/Ethnicity Profile			
Race / Ethnicity	**2016**	**2021**	**Change (Percentage Points)**
White Alone	64.3%	62.5%	-1.8 ppts.
Black Alone	4.4%	4.3%	-0.1 ppts.
American Indian Alone	1.3%	1.3%	+0.0 ppts.
Asian Alone	11.8%	12.6%	+0.8 ppts.
Pacific Islander Alone	0.2%	0.2%	+0.0 ppts.
Some Other Race Alone	12.7%	13.4%	+0.7 ppts.
Two or More Races	5.3%	5.5%	+0.2 ppts.
Total	100.0%	99.8%	
Hispanic Origin (Any Race)	31.2%	34.0%	+2.8 ppts.
Source: ESRI			

The race/ethnicity profile for the District is somewhat different from the service area. This is due in large part to the inclusion of much of the City of Fresno.

The largest segment of the population is "White Alone" (54.5%). This percentage is projected to decrease to 53.7% by 2021. The next largest segments are "Some Other Race Alone" (24.6%) and "Asian Alone" (9.4%). More than half of the population (53.1%) identify as "Hispanic Origin". This percentage is projected to increase to 55.6% by 2021.

State Center Community College District Race/Ethnicity Profile			
Race / Ethnicity	2016	2021	Change (Percentage Points)
White Alone	54.5%	53.7%	-0.8 ppts.
Black Alone	4.7%	4.6%	-0.1 ppts.
American Indian Alone	1.8%	1.7%	-0.1 ppts.
Asian Alone	9.4%	9.8%	+0.4 ppts.
Pacific Islander Alone	0.2%	0.2%	+0.0 ppts.
Some Other Race Alone	24.6%	25.1%	+0.5 ppts.
Two or More Races	4.8%	4.9%	+0.1 ppts.
Total	100.0%	100.0%	
Hispanic Origin (Any Race)	53.1%	55.6%	+2.5 ppts.
Source: ESRI			

CCC High School Profile

School Enrollment Profile

The following chart shows the percentages of the population 3 years of age and older, by school enrollment in 2016. The service area has a higher percentage of its population enrolled in undergraduate education than the District and the State (10.2% versus 7.2% and 7.4%). The service area and the District have higher percentages of their populations enrolled in K-12 grade levels.

Population Age 3+ Years by School Enrollment

	Enrolled in nursery school, preschool	Enrolled in kindergarten	Enrolled in grade 1 to grade 4	Enrolled in grade 5 to grade 8	Enrolled in grade 9 to grade 12	Enrolled in college undergraduate years	Enrolled in graduate or professional school
Service Area	1.5%	1.5%	6.0%	5.9%	6.2%	10.2%	1.2%
SCCCD	1.5%	1.8%	7.0%	6.6%	6.9%	7.2%	0.8%
CA	1.6%	1.4%	5.5%	5.6%	6.1%	7.4%	1.4%
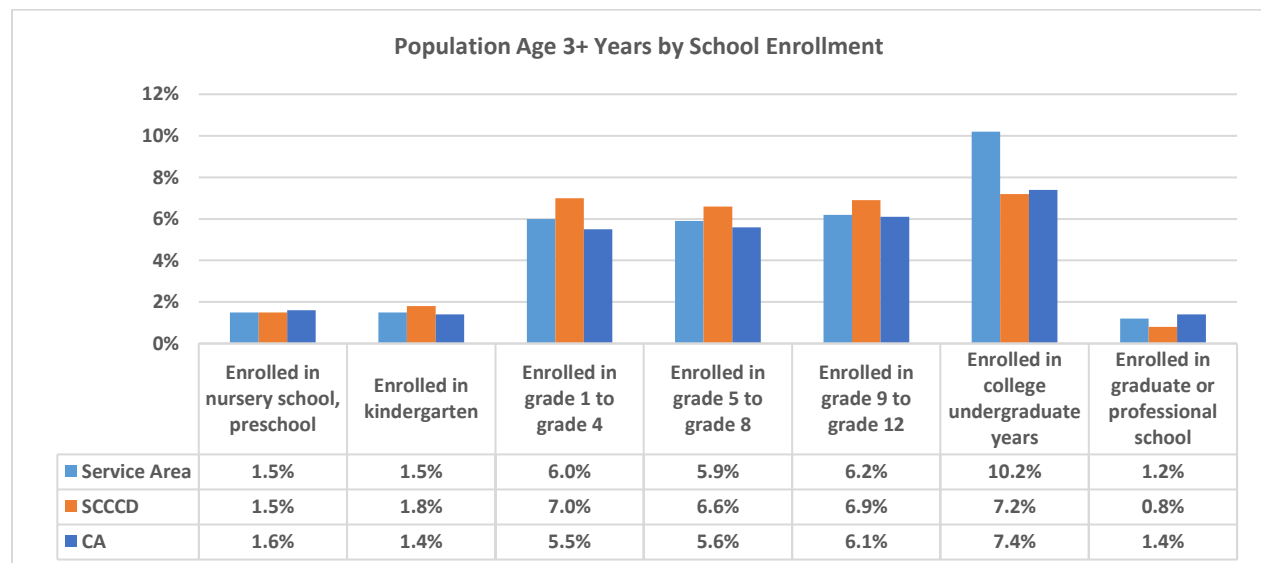
Source: ESRI, Analysis by CBT

High School Graduates in the CCC Service Area 2012-2016

The number of high school graduates from schools that directly contribute to Clovis Community College enrollment has increased nearly 8% over the last five years.

	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
Clovis Feeder Schools					
Buchanan High	571	539	567	555	623
Chawanakee Academy	20	15	12	14	13
Clovis East High	491	456	442	480	452
Clovis High School	526	593	602	609	606
Clovis North High	392	421	473	469	560
Clovis Online Charter	32	73	60	76	83
Clovis West High	518	474	484	519	472
Enterprise Alternative	18	16	15	15	22
Gateway High (Continuation)	46	38	42	62	60
Minarets Charter	11	1	38	67	76
Minarets High	50	23	85	49	53
Sierra High	160	141	143	115	94
Fresno Feeder Schools with larger enrollments at CCC					
Bullard High School	574	540	532	558	573
Hoover High School	330	353	381	328	341
Total Feeder High School Graduates	3,739	3,683	3,876	3,916	4,028

Data Source: California Department of Education (http://data1.cde.ca.gov/dataquest/)

Percentage of Students Attending Clovis Community College in the Fall Semester after Graduation

The following table shows the percentage of students from the local schools who enroll the term after graduation from high school. While the number of students enrolling has shown a 5% increase between 2012 and 2016, it is clear that there is opportunity to improve as there is a nearly 8% increase in graduating students.

	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
Clovis Feeder Schools					
Buchanan High	28%	29%	25%	28%	32%
Chawanakee Academy	0%	0%	17%	7%	0%
Clovis East High	14%	14%	14%	20%	22%
Clovis High School	25%	21%	27%	32%	31%
Clovis North High	34%	34%	35%	34%	39%
Clovis Online Charter	0%	4%	27%	13%	18%
Clovis West High	26%	27%	29%	27%	31%
Enterprise Alternative	0%	13%	20%	20%	5%

Gateway High (Continuation)	9%	16%	14%	10%	8%
Minarets Charter	0%	0%	13%	16%	20%
Minarets High	18%	52%	16%	27%	26%
Sierra High	19%	18%	22%	23%	21%
Fresno Feeder Schools with larger enrollments at CCC					
Bullard High School	9%	6%	9%	11%	7%
Hoover High School	5%	9%	7%	2%	6%
Total Feeder High School Graduates	20%	20%	21%	23%	25%

Data Source: ATERMs, dbo.vwStudentInformation

High School Students Entering Clovis Community College the Fall Semester After Graduation by Ethnicity

The ethnic breakdown for incoming 2016 High School Graduates show a similar population compared to the general college enrollments with the exception of African American and Native students who are under-represented.

	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
African-American	2%	3%	1%	1%	2%
American Indian/ Alaskan Native	0%	1%	0%	0%	< 1%
Asian	7%	8%	7%	9%	8%
Filipino	2%	2%	2%	2%	1%
Hispanic	34%	33%	36%	39%	38%
Multi-ethnicity	5%	5%	6%	6%	7%
Pacific Islander	0%	0%	0%	0%	< 1%
Unknown	1%	0%	1%	1%	< 1%
White/ non-Hispanic	48%	48%	47%	42%	44%

Data Source: ATERMs, dbo.vwStudentInformation

Service Area Educational Attainment Profiles

The following chart shows the population 25 years and older, by highest educational attainment. For example, in the service area, 10% of the population (25 years and older) have earned an Associate Degree as their highest educational attainment. This compares to 9% in the District and 8% statewide.

The data shows that the service area has a higher overall level of educational attainment than the District and statewide populations. In the service area, 32% of the population has not taken any college classes versus 49% in the District and 39% in the State.

2016 Population 25+ by Educational Attainment

	Less than High School	High School Graduate	GED/ Alternative Credential	Some College, No Degree	Associate Degree	Bachelor's Degree	Graduate/ Professional Degree
Service Area	10.9%	18.5%	2.4%	25.9%	9.8%	20.9%	11.7%
SCCCD	25.3%	20.3%	2.9%	23.2%	8.3%	13.4%	6.7%
CA	17.7%	18.6%	2.4%	21.5%	7.8%	20.0%	12.0%
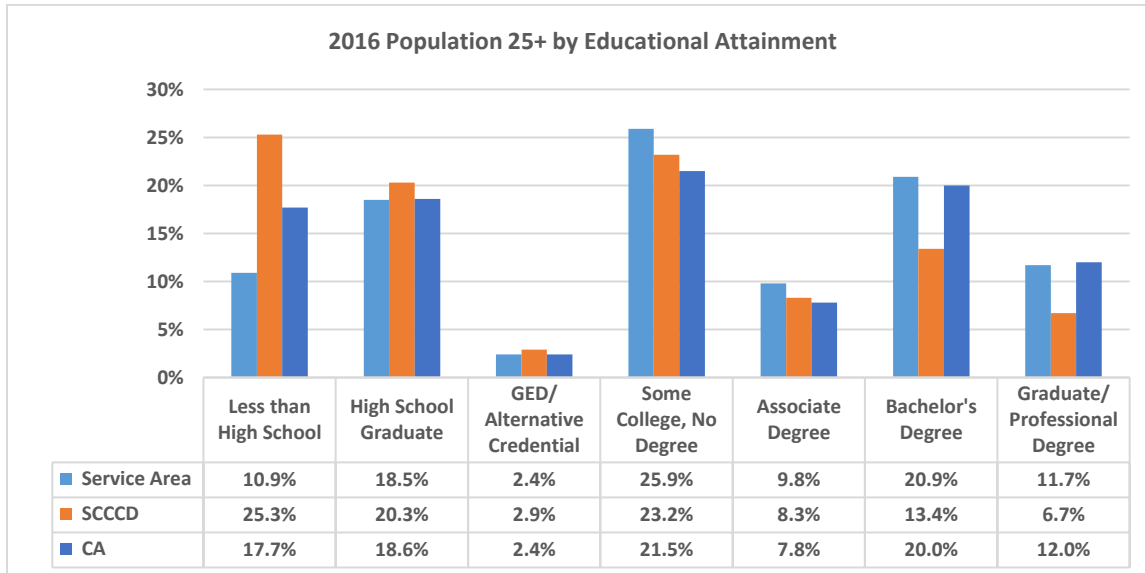
Source: ESRI, Analysis by CBT

Service Area Employment Profiles

More than half (54%) of the service area population (16 years and older) are employed in a service industry. This is followed by retail trade (11%), Finance, Insurance and Real Estate (7%), public administration (7%) and manufacturing (6%).

2016 Employed Population 16+ by Industry
Service Area

Industry	Percentage
Services	54.1%
Retail Trade	11.1%
Finance/Insurance/Real Estate	7.2%
Public Administration	6.5%
Manufacturing	5.7%
Construction	4.8%
Transportation/Utilities	3.9%
Wholesale Trade	3.5%
Information	1.7%
Agriculture/Mining	1.5%
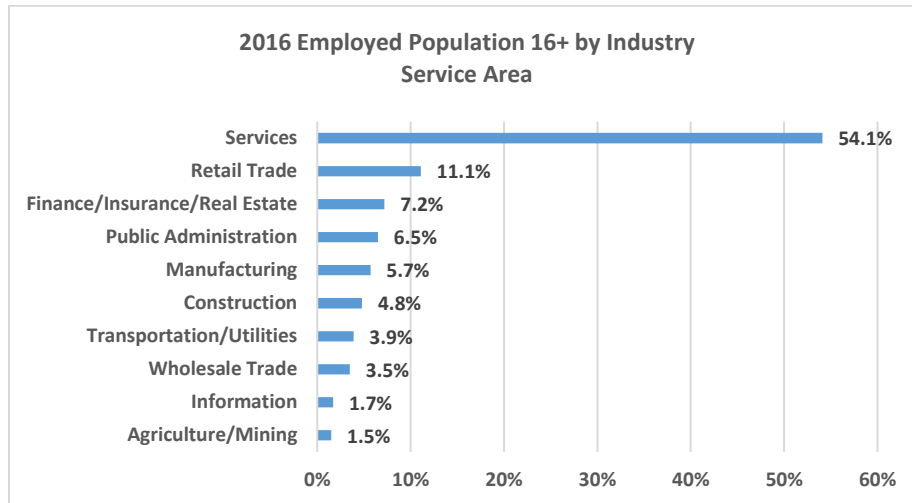
Source: ESRI, Analysis by CBT

More than two-thirds (67%) of the service area population (16 years and older) is employed in white-collar occupations. This is significantly higher than for the District (51%) and the State (61%). The service area has a far lower percentage of its population employed in blue-collar occupations (15%) as compared to 30% in the District and 20% statewide.

2016 Employed Population 16+ by Occupation
Service Area

	Blue Collar	Services	White Collar
Service Area	14.9%	17.7%	67.4%
SCCCD	29.7%	19.3%	51.1%
CA	20.4%	19.0%	60.7%
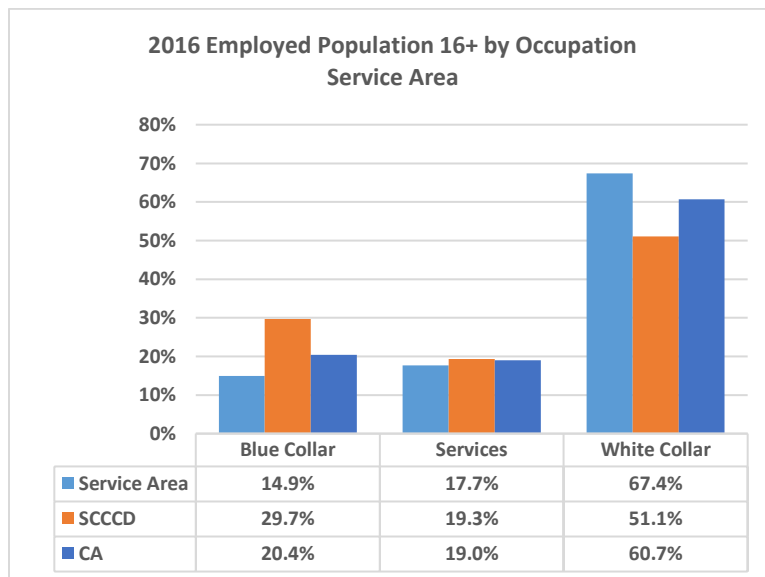
Source: ESRI, Analysis by CBT

Chapter 2: Characteristics of Clovis Community College Students

One of the core aspects of the CCC Mission is to "engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes" which begins with understanding who our students are so we can better fill their needs. The characteristics of incoming and continuing students are a vital piece of information that is used for planning, enrollment management, and student services delivery. The following tables compare Clovis Community College student demographics to the entire California Community College system.

Enrollment by Age

Clovis Community College has a lower than average student age compared to the State. CCC students who are 24 or younger comprise approximately 75% of all students while the State System reports approximately 60%. Clovis students in the 20 to 24-year-old range make up the largest group followed by students in the 19 or under group. There is a shift in these two groups over the past 5 years with 19 or under increasing by 3% and 20-24 decreasing by 4%. This is likely due to more dual enrollment and high school enrichment at CCC. All other age groups have remained consistent over the same period.

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
19 or under	Clovis	34%	33%	35%	36%	37%
	CCC System	25%	25%	25%	26%	27%
20-24	Clovis	42%	41%	39%	38%	38%
	CCC System	33%	34%	34%	34%	33%
25-29	Clovis	11%	12%	12%	13%	12%
	CCC System	13%	13%	13%	13%	14%
30-34	Clovis	5%	5%	6%	5%	5%
	CCC System	7%	7%	7%	7%	7%
35-39	Clovis	3%	3%	3%	3%	3%
	CCC System	5%	5%	5%	5%	5%
40-49	Clovis	4%	4%	3%	3%	3%
	CCC System	8%	7%	7%	7%	6%
50 or Over	Clovis	2%	2%	2%	1%	1%
	CCC System	9%	9%	9%	8%	8%

Data Source: ATERMs, CCCCO DataMart

Enrollment by Ethnicity

Compared to the entire Community College System, Clovis has a higher percentage of students identifying as White/non-Hispanic (Fall 2016). The second largest group, Hispanics, comprise 38% of the student population. African American and Asian students are underrepresented by 3% compared to both state and local area data. However, the trend does appear to be moving toward a more diverse student body as can be seen in the table below. Over the past five years, White/non-Hispanic student counts have declined 5% and Hispanic student counts have increased 6%.

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
African American/non-Hispanic	Clovis	4%	4%	4%	3%	3%
	CCC System	7%	7%	7%	6%	6%
American Indian/Alaska Native	Clovis	2%	1%	2%	2%	< 1%
	CCC System	< 1%	< 1%	< 1%	< 1%	< 1%
Asian	Clovis	7%	8%	7%	9%	8%
	CCC System	11%	11%	11%	11%	11%
Filipino	Clovis	2%	2%	2%	2%	2%
	CCC System	3%	3%	3%	3%	3%
Hispanic	Clovis	32%	34%	37%	38%	38%
	CCC System	39%	41%	43%	44%	45%
Multi-Ethnicity	Clovis	4%	5%	5%	6%	6%
	CCC System	3%	4%	4%	4%	4%
Pacific Islander	Clovis	< 1%	< 1%	< 1%	< 1%	< 1%
	CCC System	< 1%	< 1%	< 1%	< 1%	< 1%
Race/Ethnicity Unknown	Clovis	4%	2%	1%	1%	< 1%
	CCC System	5%	5%	4%	4%	4%
White/non-Hispanic	Clovis	47%	45%	44%	42%	42%
	CCC System	30%	29%	28%	27%	26%

Data Source: ATERMs, CCCCO DataMart

Enrollment by Gender

The distribution of students by gender at Clovis Community College mimics the overall system with women making up the larger percentage of students by approximately 10% over their male counterparts.

		Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Female	Clovis	55%	54%	54%	55%	55%
	CCC System	54%	53%	53%	54%	54%
Male	Clovis	43%	44%	45%	44%	43%
	CCC System	45%	46%	46%	45%	45%
Unknown	Clovis	1%	2%	1%	1%	2%
	CCC System	1%	1%	1%	1%	1%

Data Source: ATERMs, CCCCO DataMart

Enrollment by Major/Program

Clovis Community College was granted initial Accreditation in the summer of 2015 and began offering Degrees and Certificates the following fall. The following table shows the number of enrolled students by Major/Program. In fall 2015, 60% of students enrolled at CCC declared a Clovis major. That increased to 67% in fall 2016.

Major	Type	Fall 15	Fall 16
Administration of Justice for Transfer	AA-T	101	116
Art: Graphic Design	CN	10	14
Art: Two-Dimensional	AA	17	53
Associate Teacher	CA	15	12
Biological Science	AS	541	762
Biology	AS-T	-	39
Business Administration for Transfer	AS-T	360	417
Business Administration, Accounting	AS	21	48
Business Administration, Entrepreneur	AS	41	53
Business Administration, General Business	AS	53	104
Business Administration, Information Systems Management	AS	3	4
Business Administration, Management	AS	39	65
Business Administration, Marketing	AS	20	48
Business Intern	CA	4	4
Child Care for School Age-Children/Teacher	CA	11	37
Child Care for School-Age Children/Associate Teacher	CN	2	3
Child Development	AS	62	76
Child Development	CA	20	30
Communication	AA	22	40
Communication Studies	CA	4	9
Communication Studies for Transfer	AA-T	74	72
Computer Science	AS	145	181
Criminal Justice, Corrections	CA	5	17
Criminal Justice, Law Enforcement	AS	86	84
Criminal Justice, Law Enforcement	CA	20	21
Criminology: Corrections	AS	-	3
Drinking Water Treatment and Distribution	CA	-	3
Early Childhood Education for Transfer	AS-T	62	93
Early Intervention Assistant	CA	2	-
Elementary Teacher Education	AA-T	54	173
Engineering	AS	198	207
English	AA	38	45
English for Transfer	AA-T	37	66
Foreign Language	AA	9	6
Health Care Interpreter	CN	22	21

History for Transfer	AA-T	43	59
Information Systems	CA	1	6
Information Systems - Web Design	CA	-	1
Information Systems, Help Desk	AS	2	2
Information Systems, Networking	AS	13	13
Information Systems, Networking	CA	7	2
Information Systems, Programming for the Web	AS	-	2
Information Systems, Programming for the Web	CA	2	-
Information Systems, Web Design	AS	3	7
Information Technology Support Technician	CA	11	17
Kinesiology for Transfer	AA-T	135	182
Liberal Arts & Sciences, Arts & Humanities	AA	25	53
Liberal Arts & Sciences, Natural Sciences	AA	18	29
Liberal Studies	AA	268	224
Management	AS	9	8
Mathematics	AS	33	23
Mathematics for Transfer	AS-T	46	67
Philosophy for Transfer	AA-T	7	18
Physical Education	AA	18	23
Physical Science	AS	27	41
Physics for Transfer	AS-T	15	20
Political Science for Transfer	AA-T	-	10
Psychology for Transfer	AA-T	207	307
Small Business Management	AS	3	13
Small Business Management	CA	1	4
Social Science	AA	62	58
Sociology for Transfer	AA-T	28	42
Studio Arts for Transfer	AA-T	34	73
Wastewater Treatment	CA	1	2
Grand Total		3293	4434

Data Source: SQL

Enrollment by Top 15 Majors/Programs

The following table shows the top 15 majors/programs as indicated by enrollments in certificate and degree programs. During fall 2016, 49% of all CCC students were enrolled in the following 15 majors/programs.

Declared Major	2015-16	2016-17
Biological Science	730	1161
Business Administration	769	1093
Child Development	327	582
Psychology	299	439
Liberal Arts & Sciences/Liberal Studies	367	395
Criminology	254	300
Engineering	222	277
Kinesiology	167	256
Computer Science	167	225
Art	104	182
English	98	166
Communication	137	165
Mathematics	124	144
Social Science	88	85
History	61	80

Enrollment by Special Programs

Unduplicated student enrollment

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
CalWORKs	29	23	26	59	55
Foster Youth	20	18	19	21	23
DSP&S	352	301	335	391	379
Veterans	93	99	98	106	108

Data Source: SQL

Chapter 3: Clovis Community College Enrollment Trends

Clovis Community College Enrollment Trends

In the fall 2007 term, Clovis was still conducting classes solely at the campus on Herndon Avenue. Beginning in fall 2008, Clovis students were welcomed at the new facility at Willow and International and enrollments increased adding approximately 1,300 students by 2009. Student enrollments declined over the next few years due to California budget shortfalls but have been on the rise since Clovis was granted candidacy for accreditation in 2013. Since 2007, CCC has seen a 48% increase in headcount enrollment.

Total Unduplicated Enrollment Headcount
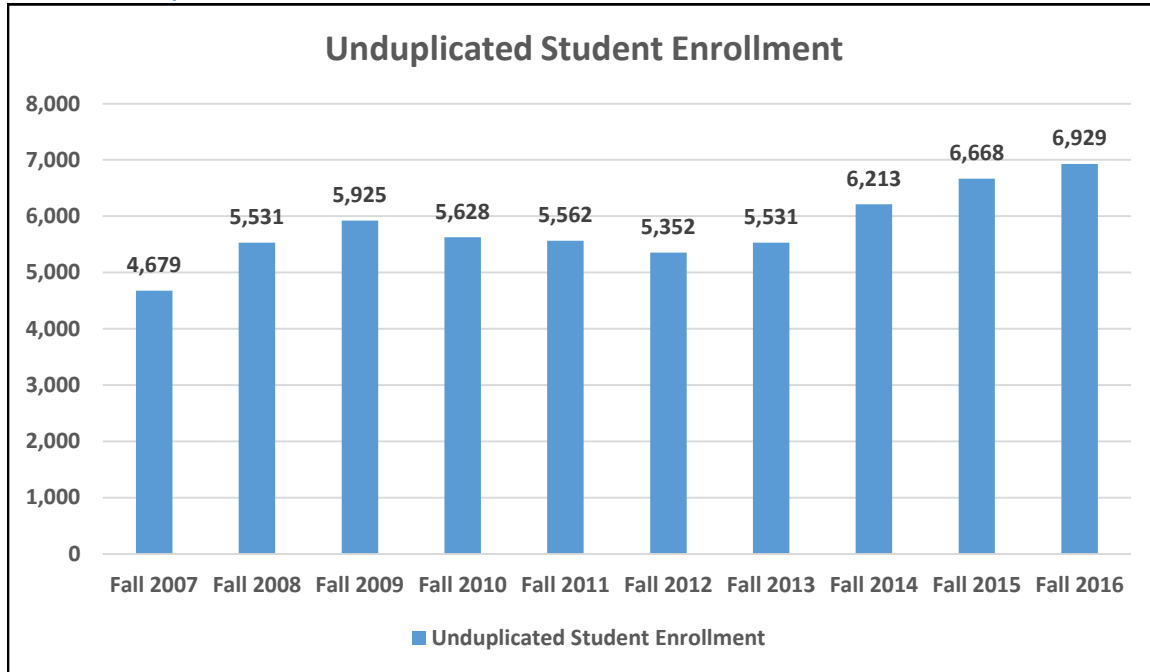
Data Source: ATERMs

Headcount enrollment data is also presented annually which includes summer, fall and spring terms. Clovis Community College began serving more than 10,000 students in 2016-17, which is an increase of 36% over the past 5 years. During that same period, statewide enrollments were down more than 8%.

Unduplicated Student Enrollment

Year	Unduplicated Student Enrollment
2007-08	7,648
2008-09	8,985
2009-10	8,851
2010-11	8,453
2011-12	8,062
2012-13	7,691
2013-14	8,022
2014-15	9,020
2015-16	9,747
2016-17	10,464
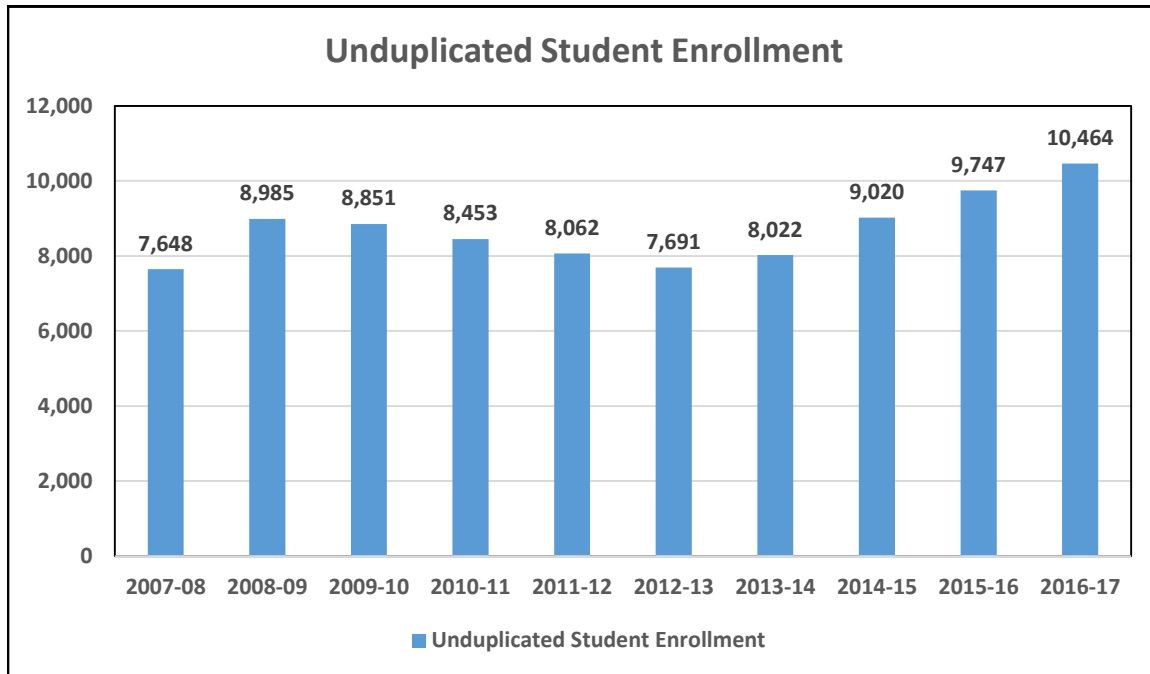
Data Source: ATERMs

Full Time Equivalent Students

The following table shows the enrollment growth through Full Time Equivalent Students (FTES) across the past ten fall terms. One FTES is equal to 525 contact hours, which is the same as one student enrolled in courses for 3 hours a day, 5 days a week for an academic year of 35 weeks (3x5x35=525). There has been a 60% increase in FTES from fall 2007 to fall 2016.

Total Fall FTES

FTES

Fall Term	FTES
Fall 2007	1342.54
Fall 2008	1611.8
Fall 2009	1730.11
Fall 2010	1651.58
Fall 2011	1636.15
Fall 2012	1612.91
Fall 2013	1678.67
Fall 2014	1724.64
Fall 2015	2015.52
Fall 2016	2,144.59
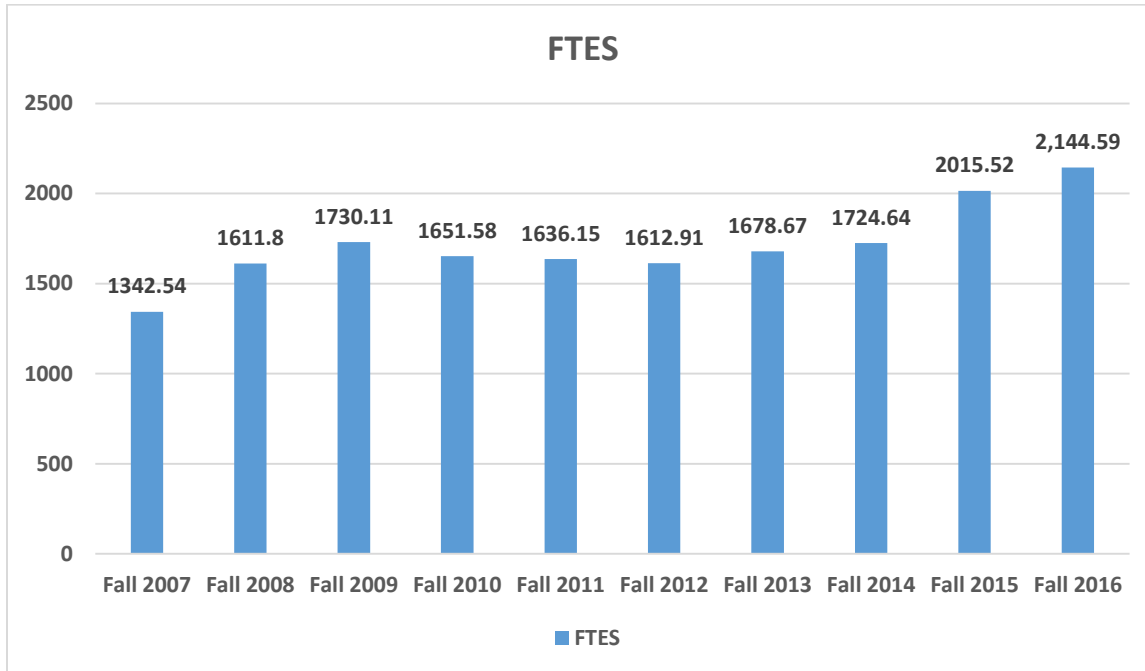
Data Source: ATERMs

Full-time Equivalent Student (FTES) data is also presented annually which includes summer, fall and spring terms. Over the past five years, Clovis has shown a nearly 50% increase in FTES.

Total Annual FTES

FTES

Year	FTES
2007-08	2,859.85
2008-09	3,400.88
2009-10	3,554.05
2010-11	3,445.56
2011-12	3,297.23
2012-13	3,124.28
2013-14	3,355.33
2014-15	3,886.36
2015-16	4,176.26
2016-17	4,561.14
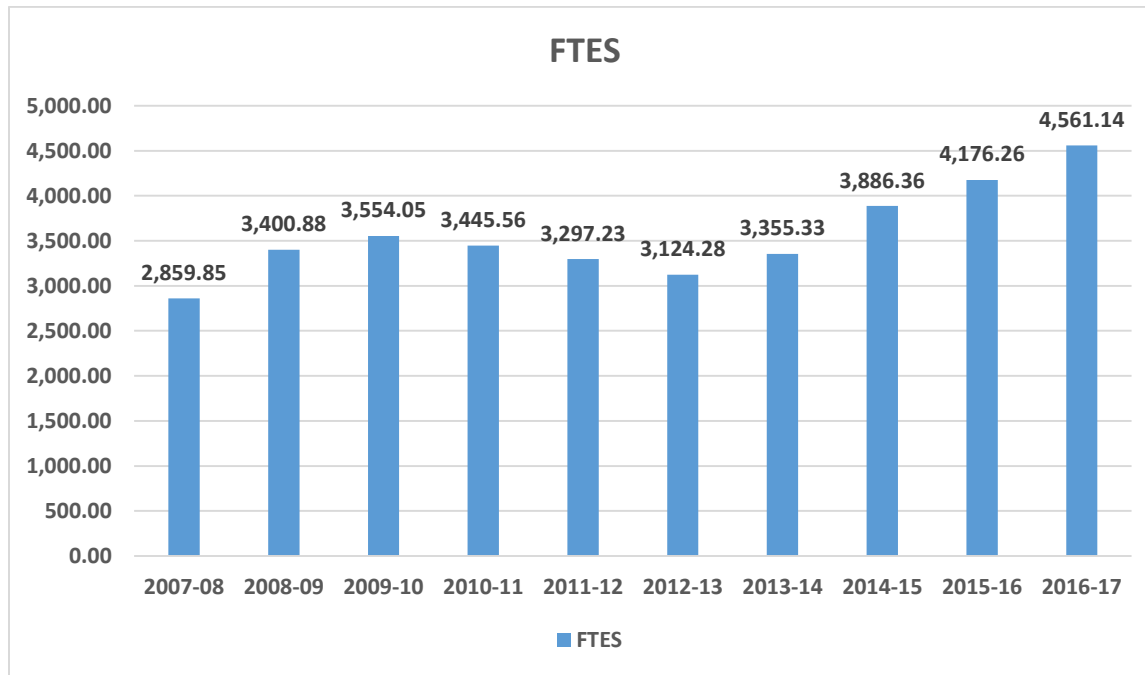
Enrollment Status

Continuing students make up the largest portion of the headcount (56%) at CCC. The second largest group based on admit status is first time students which represents 27% of the total headcount followed by returning students (13%) and special admit students (high school or advanced placement students – 3%).

CCC Enrollment Status	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
• **First Time Student**	26%	27%	27%	28%	27%
• **First Time Transfer**	1%	1%	<1%	<1%	<1%
• **Returning Student**	12%	14%	13%	14%	13%
• **Continuing Student**	61%	58%	59%	54%	56%
• **Special Admit**	< 1%	< 1%	< 1%	3%	3%

Data source: SQL

Declared Educational Goals

Students are asked to report their educational goals during the articulation process and are then encouraged to update as needed. Categories have been collapsed so as to present a clearer picture of intent and therefore, totals will not add to 100%. As can be seen in the table below, most students (73%) plan to transfer to a four-year institution with or without having earned an Associated Degree on the way. That number is up markedly this year. More than half of all students intend to complete an Associate's Degree. Clovis Community College offers Associate Degrees, which are complete programs of study, as well as several Associate Degrees for Transfer, which helps students complete a program and prepare for transfer to a four-year institution. One percent of students state they are here to earn a two-year vocational degree or certificate and three percent state they are here seeking to improve job skills. Rates have begun shifting over the past couple of years and may be due to CCC becoming a college and offering more programs. The shift includes more students stating their goal is to earn a degree and/or transfer.

CCC Educational Goals	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Transfer to four-year institution (with or without Degree)	65%	65%	68%	68%	73%
Earn Associate Degree (with or without Transfer)	55%	56%	57%	55%	60%
Earn Associate Degree Only	6%	6%	5%	5%	4%
Earn Vocational Degree Or Certificate (with or without Transfer)	2%	2%	2%	2%	1%
Job Skills	5%	5%	4%	4%	3%
Other (includes unknown or undecided)	23%	22%	21%	22%	19%

Data source: SQL

Unit Load

Clovis Community College provides flexible scheduling to accommodate student need and students can enroll either full-time (12 or more units) or part-time. Most students maintain a full-time load with nearly half of all students taking 12 or more units a semester.

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Non-Credit	<1%	<1%	<1%	<1%	<1%
1.0-2.9	1%	1%	1%	1%	1%
3.0-5.9	16%	17%	16%	17%	18%
6.0-8.9	17%	17%	19%	20%	20%
9.0-11.9	17%	17%	18%	17%	18%
12.0-14.9	32%	33%	32%	32%	32%
15.0+	16%	15%	13%	13%	12%

Data source: ATERMs

Delivery Type

As a way to increase access to educational opportunities, Clovis Community College offers online courses in both traditional (all online) and hybrid (mostly online with some face-to-face meetings) methods and is a way to provide access to non-traditional students. Online courses account for 6% of all enrollments.

Total Enrollments	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Traditional (Face-to-Face)	94%	95%	95%	94%	94%
Distance Ed (Online or Hybrid)	6%	5%	5%	6%	6%

Data Source: ATERMs

Over the past five fall terms, approximately 13% of all students enrolled in at least one online or hybrid course.

Unduplicated Students	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Distance Ed (Online or Hybrid)	13%	11%	11%	13%	13%

Data Source: ATERMs

Day/Evening

Clovis Community College offers day and evening courses as a way to provide access to non-traditional students. The following table shows the percentage of course offerings for day or evening. On average, 50% of students take at least one evening class per semester.

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Day	75%	76%	74%	73%	74%
Evening	25%	24%	26%	27%	26%

Unduplicated Students	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Evening	50%	49%	51%	51%	52%

Data Source: ATERMs

Chapter 4: Student Success and Retention

Student Success and Retention rates are measures displayed online by the state as public information and are used by Clovis Community College as internal monitors.

This chapter contains information on course success, retention, persistence, attainment of units as well as completion of English, Mathematics, Career Technical Education, other program completions, and transfer.

Data Sources Used

Two primary data sources are used in this chapter. The first is Colleague (SQL), which provides historical data from term snapshots (ATERMs and ATERM FTEs). In addition, the State Chancellor provides annual Scorecard data to all of its 114 colleges. Because CCC is only in its second year as a college, the data has been disaggregated from the total Reedley College data. It needs noting that this data will provide the most accurate and comparable data to the other district colleges; it will also be duplicated across

campuses and will result is a small loss of students (AB540) who do not have a valid SSN. Data in the Scorecard are reported by gender, ethnicity, and age, and provide indicators on how colleges are doing in remedial instruction, job-training programs, retention of students, and graduation and transfer rates.

Course Success Rates

Successful course completion rates (or Success Rates) reflect the proportion of students enrolled at census who earn a grade of "A", "B", "C", or "Pass" in their course.

Course Success Rates

Year	Clovis Community College	California Community Colleges
2012FA	69%	71%
2013FA	69%	70%
2014FA	70%	70%
2015FA	70%	70%
2016FA	73%	70%
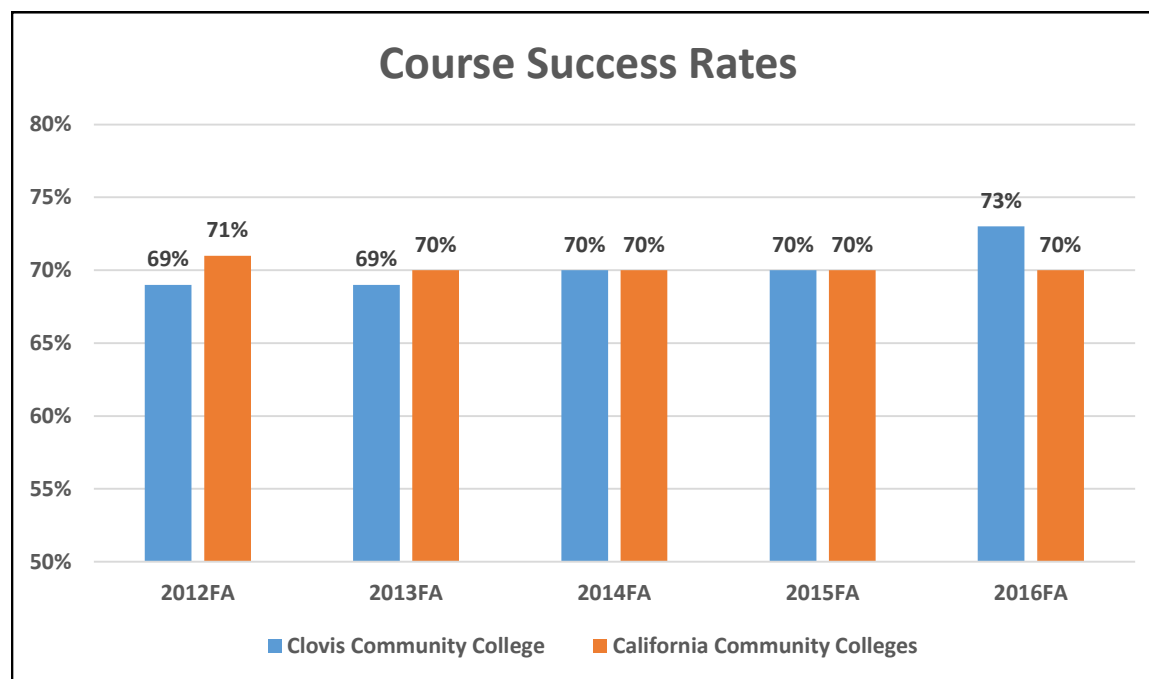
Data Source: ATERMs, CCCCO DataMart

Course Retention Rates

Retention Rates reflect the proportion of students enrolled at census through the conclusion of the class regardless of grade received. As can be seen, CCC has extremely high and consistent retention rates and exceeds the state average by 6% on average.

Course Retention Rates

	2012FA	2013FA	2014FA	2015FA	2016FA
Clovis Community College	92%	92%	91%	92%	93%
California Community Colleges	87%	86%	86%	86%	87%

Data Source: ATERMs, CCCCO DataMart

Special Programs Course Success rates

Special Programs success rates are shown for California Work Opportunity & Responsibility to Kids (CalWORKs), Disabled Students Program & Services (DSP&S), Special Admit Students (High School and Dual Enrollment), Foster Youth (and Former Foster Youth), and Veteran's data.

Special Programs Course Success Rates

	CalWORKs	DSP&S	Special Admit	Foster Youth	Veteran's
Fall 2012	66%	62%	95%	54%	65%
Fall 2013	69%	60%	97%	59%	72%
Fall 2014	69%	66%	91%	70%	69%
Fall 2015	79%	66%	93%	56%	76%
Fall 2016	60%	66%	95%	32%	78%
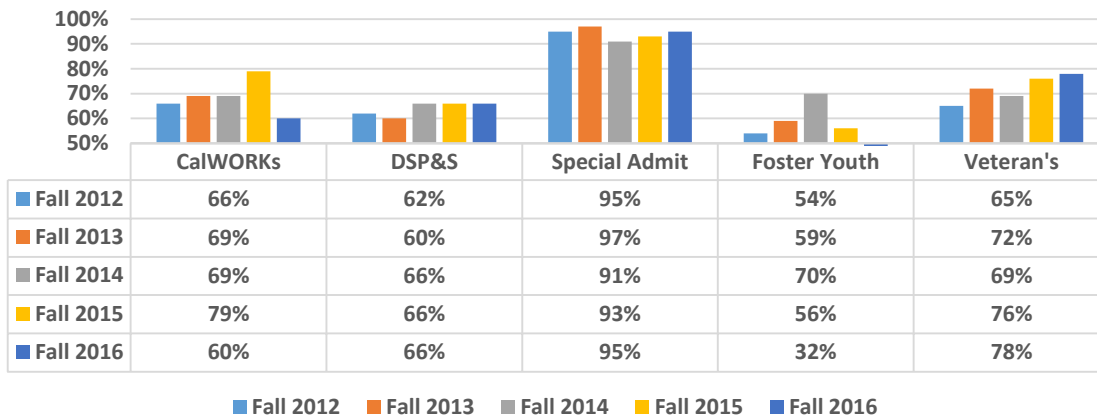
Data Source: ATERMs, SQL

Special Programs Course Retention rates

Retention rates are shown for California Work Opportunity & Responsibility to Kids (CalWORKs), Disabled Students Program & Services (DSP&S), Special Admit Students (High School and Dual Enrollment), Foster Youth (and Former Foster Youth), and Veteran's.

Special Programs Retention Rates

	CalWORKs	DSP&S	Special Admit	Foster Youth	Veteran's
Fall 2012	94%	91%	99%	95%	91%
Fall 2013	88%	87%	99%	88%	91%
Fall 2014	90%	89%	97%	95%	91%
Fall 2015	90%	89%	99%	87%	93%
Fall 2016	84%	90%	99%	84%	90%

■ Fall 2012 ■ Fall 2013 ■ Fall 2014 ■ Fall 2015 ■ Fall 2016
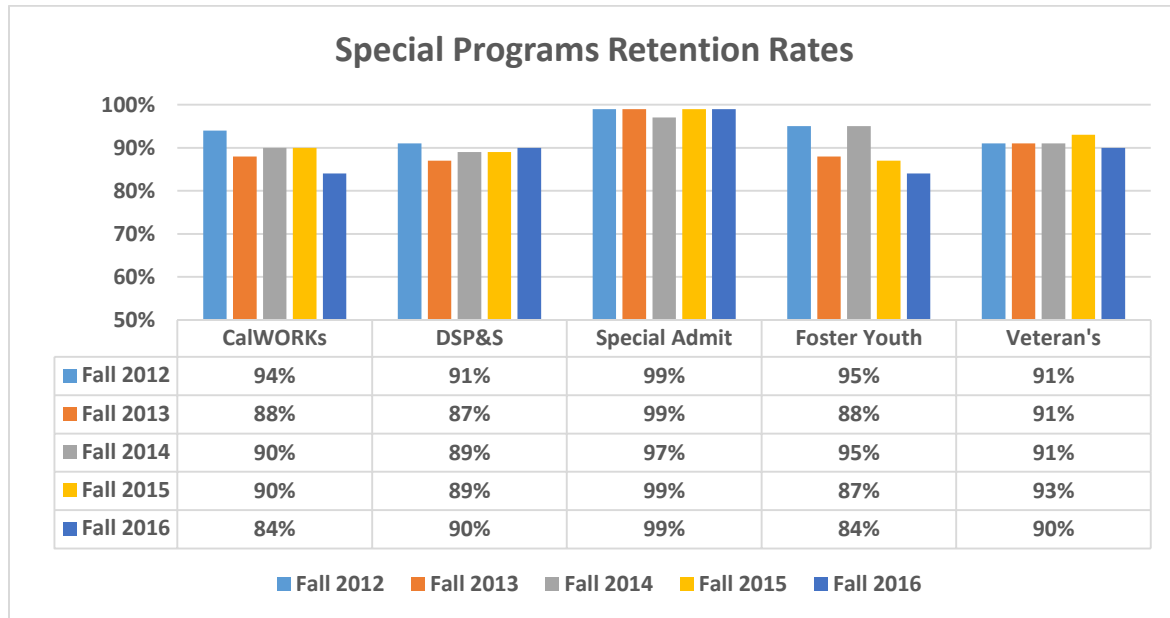
Data Source: ATERMs, SQL

Course Success Rates by Delivery Method

Successful course completion rates (or Success Rates) reflect the proportion of students enrolled at census who earn a grade of "A", "B", "C", or "Pass" in their course.
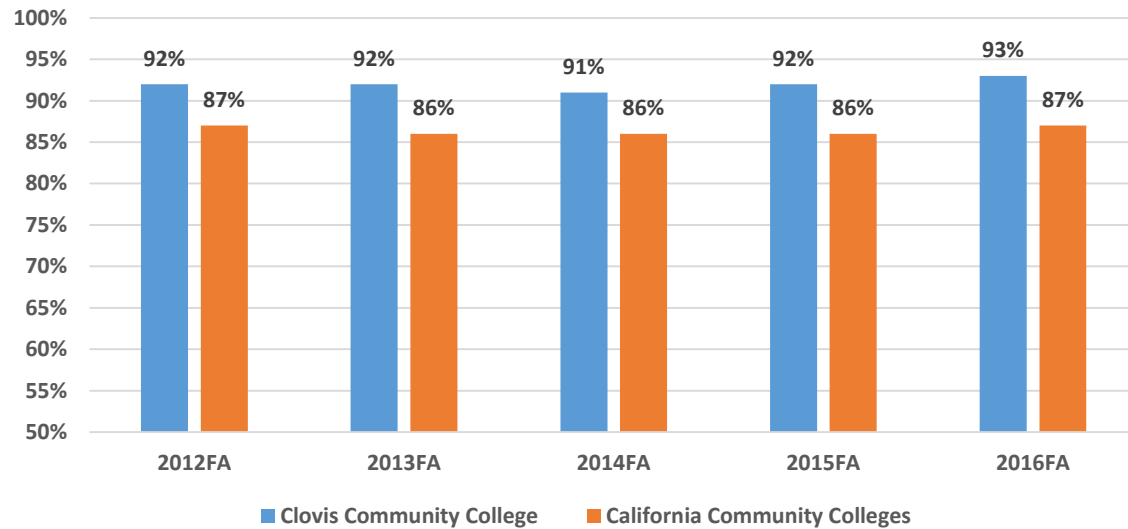
Course Success Rates by Delivery Method

	2012FA	2013FA	2014FA	2015FA	2016FA
Distance Ed	64%	61%	60%	64%	66%
Face to Face	69%	69%	70%	71%	73%

■ Distance Ed ■ Face to Face
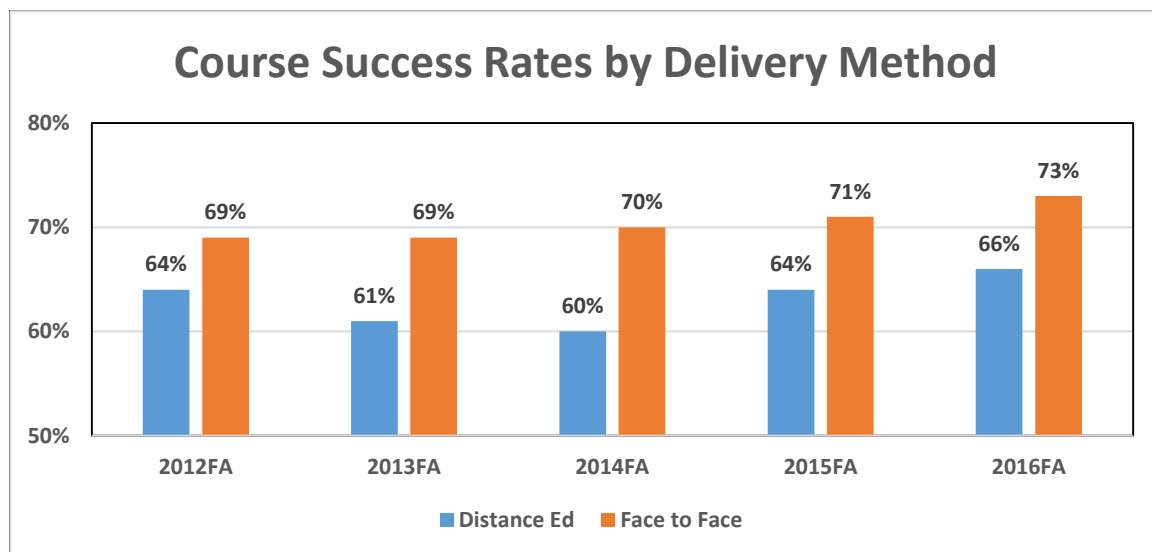
Data Source: ATERMs

Course Retention Rates by Delivery Method

Retention Rates reflect the proportion of students enrolled at census through the conclusion of the class regardless of grade received.

Course Retention Rates by Delivery Method

Year	Distance Ed	Face to Face
2012FA	89%	92%
2013FA	84%	92%
2014FA	83%	92%
2015FA	86%	92%
2016FA	89%	93%

Data Source: ATERMs

Course Success Rates by Ethnicity

The successful course completion rate is calculated by dividing the number of students who received a passing grade in a credit course (A, B, C, P) by the number of students enrolled at census. The current success rate for the campus is 73%, which is above the Institutional Set Standard of 65%.

Disproportionate impact indicated by **RED** font using the Percentage Point Gap (3% points less than the college average). A * indicates the effected group is < 50 people and should be analyzed keeping a small sample size in mind.

Success rates for African American, Native American, Hispanic, and Pacific Islander students are lower than White and Asian students.

Success Rates by Ethnicity	2012FA	2013FA	2014FA	2015FA	2016FA
African-American/ non-Hispanic	53%	54%	60%	65%	65%
American Indian/ Alaskan Native *	67%	67%	42%	64%	59%
Asian	74%	74%	74%	74%	76%
Filipino	76%	74%	74%	74%	78%
Hispanic	64%	64%	65%	65%	68%
Multi-ethnicity	69%	70%	72%	73%	75%
Pacific Islander *	61%	67%	74%	72%	65%
Unknown *	69%	77%	71%	71%	74%
White/ non-Hispanic	72%	72%	73%	74%	77%

Data Source: ATERMs

Course Retention Rates by Ethnicity

The course retention rate is calculated by dividing the number of students who received a grade in a credit course (A, B, C, D, F, P, NP, I) by the number of students enrolled at census. The current retention rate for the campus is 93%.

Overall, retention rates are very high and even disaggregated remain near or over 90%. Retention rates are slightly lower for Pacific Islander, African American and Native American students. However, there is no disproportionate impact as of Fall 2016.

Retention Rates by Ethnicity	2012FA	2013FA	2014FA	2015FA	2016FA
African-American/ non-Hispanic	87%	88%	86%	89%	91%
American Indian/ Alaskan Native *	94%	84%	81%	90%	94%
Asian	94%	94%	94%	93%	92%
Filipino	95%	93%	94%	97%	95%
Hispanic	92%	91%	90%	91%	92%
Multi-ethnicity	93%	93%	91%	92%	93%
Pacific Islander *	89%	95%	100%	92%	88%
Unknown *	90%	94%	90%	96%	90%
White/ non-Hispanic	92%	92%	92%	93%	93%

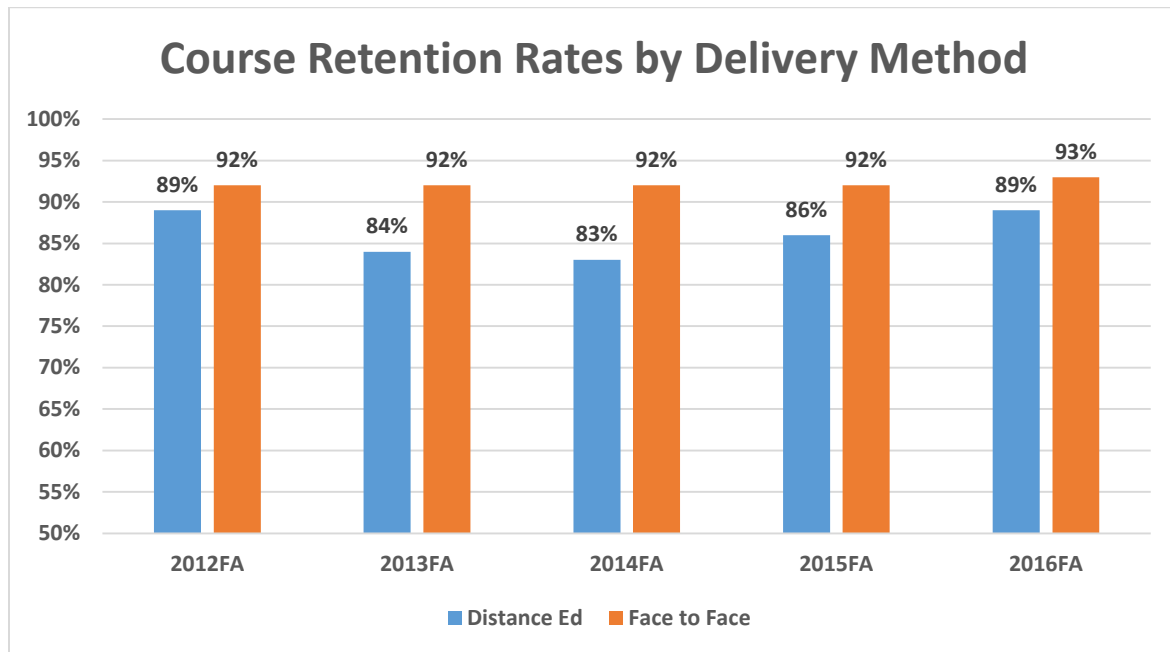Data Source: ATERMs

Course Success Rates by Gender

Successful course completion rates (or Success Rates) reflect the proportion of students enrolled at census who earn a grade of "A", "B", "C", or "Pass" in their course. Women tend to have higher success rates than men.

	2012FA	2013FA	2014FA	2015FA	2016FA
Female	71%	70%	73%	73%	74%
Male	67%	68%	66%	67%	71%

Data Source: ATERMs

Course Retention Rates by Gender

Retention Rates reflect the proportion of students enrolled at census through the conclusion of the class regardless of grade received. Retention rates are similar across gender.

	2012FA	2013FA	2014FA	2015FA	2016FA
Female	92%	92%	92%	92%	93%
Male	92%	92%	90%	92%	93%

Data Source: ATERMs

Program Completion

The following table reflects Clovis Community College awards given to students for the past two academic years. 2015-16 was the first year a student could be conferred with a Clovis Community College award.

Degrees and Certificates	2015-16 Awarded	2016-17 Awarded
Biological Science	44	76
Psychology	60	72
Business Administration	58	72
Child Development	18	48
Communication	37	29
Liberal Arts & Sciences/Liberal Studies	24	29
Kinesiology	17	28
Mathematics	24	27
Art	11	25
Criminology	34	23
History	14	17
English	4	12
Computer Science	5	11
Social Science	9	10
Physics	12	8
Philosophy	1	6
Political Science	-	6
Economics	-	4
Information Technology	6	4
Engineering	1	1

Information Systems	2	1
Managerial Assistant	1	1
Physical Education	-	1
Sociology	5	1
Health Care Interpreter	18	-
Grand Total	**405**	**512**

Data Source: SQL

Program Completion by Ethnicity

The following tables breaks down the degree rates by ethnicity. The percentages of completers by race varied from the general enrollment of Clovis Community College for 2015-16. African American, Native Alaskan, and Hispanic students had lower degree attainment than enrollments would indicate and White students have higher degree attainment. However, 2016-17 showed an increase in degrees and certificates being awarded among African American, and Hispanic students which is more reflective of the general population at CCC.

2015-16	AA	AA-T	AS	AS-T	CA	CN	Total	%
African-American	0	5	0	1	1	0	7	2%
American Indian/ Alaskan Native	0	1	0	0	0	0	1	0%
Asian	1	6	5	17	0	17	46	11%
Filipino	1	1	2	2	0	0	6	1%
Hispanic	12	51	23	32	6	0	124	31%
Multi-ethnicity	2	8	5	5	1	1	22	5%
Unknown	0	1	0	3	0	0	4	1%
White/ non-Hispanic	20	68	23	70	14	0	195	48%
Total	**36**	**141**	**58**	**130**	**22**	**18**	**405**	**100%**

Data Source: SQL

2016-17	AA	AA-T	AS	AS-T	CA	CN	Total	%
African-American	1	3	4	3	4	1	16	3%
American Indian / Alaskan Native	-	-	-	-	-	-	0	0%
Asian	1	11	11	14	2	-	39	8%
Filipino	-	3	2	-	-	-	5	1%
Hispanic	17	73	28	40	15	2	175	34%
Multi-ethnicity	3	15	3	8	1	-	30	6%
Pacific Islander	1	-	-	3	1	-	5	1%
Unknown	-	1	-	-	-	-	1	0%
White/ non-Hispanic	22	92	39	71	17	-	241	47%
TOTAL	**45**	**198**	**87**	**139**	**40**	**3**	**512**	**100%**

Data Source: SQL

Student Transfers

Clovis Community College students have a high transfer rate, typically to California colleges. The following reflects annual transfer rates based on a student's last term and subsequent enrollment to a four-year University in California.

Transfer rates are calculated after a two-year period thereby giving the student time to settle at a four-year college and be admitted into the National Student Clearinghouse system.

	UC Transfer	CSU Transfer	Private
2011-12	**105**	**965**	**282**
2012-13	**117**	**1193**	**350**
2013-14	**70**	**1125**	**422**
2014-15	**103**	**861**	**159**

Data source: ATERMs, National Student Clearinghouse

Top 15 California Transfer Institutions

While most transfer students go to CSU Fresno, the following table reflects other California destinations for students.

College Name	11-12	12-13	13-14	14-15
CALIFORNIA STATE UNIVERSITY – FRESNO	**810**	**1059**	**969**	**737**
UNIVERSITY OF CALIFORNIA-DAVIS	**33**	**35**	**12**	**21**
UNIVERSITY OF CALIFORNIA – BERKELEY	**12**	**9**	**5**	**18**
CALIFORNIA STATE UNIVERSITY- NORTHRIDGE	**14**	**11**	**7**	**13**
UNIVERSITY OF CALIFORNIA-LOS ANGELES	**6**	**13**	**6**	**13**
CALIFORNIA POLYTECHNIC STATE UNIVERSITY	**14**	**10**	**11**	**12**
CALIFORNIA STATE UNIVERSITY - MONTEREY BAY	**4**	**5**	**13**	**12**
CALIFORNIA STATE UNIVERSITY - SACRAMENTO	**21**	**12**	**9**	**12**
UNIVERSITY OF CALIFORNIA – MERCED	**7**	**6**	**5**	**12**
UNIVERSITY OF CALIFORNIA-SAN DIEGO	**17**	**12**	**10**	**12**
UNIVERSITY OF CALIFORNIA-SANTA CRUZ	**4**	**8**	**5**	**11**
SAN JOSE STATE UNIVERSITY	**11**	**10**	**24**	**9**
HUMBOLDT STATE UNIVERSITY	**15**	**10**	**8**	**8**
SAN FRANCISCO STATE UNIVERSITY	**17**	**10**	**9**	**8**
CALIFORNIA STATE UNIVERSITY - CHICO	**3**	**5**	**10**	**7**

Data source: ATERMs, National Student Clearinghouse

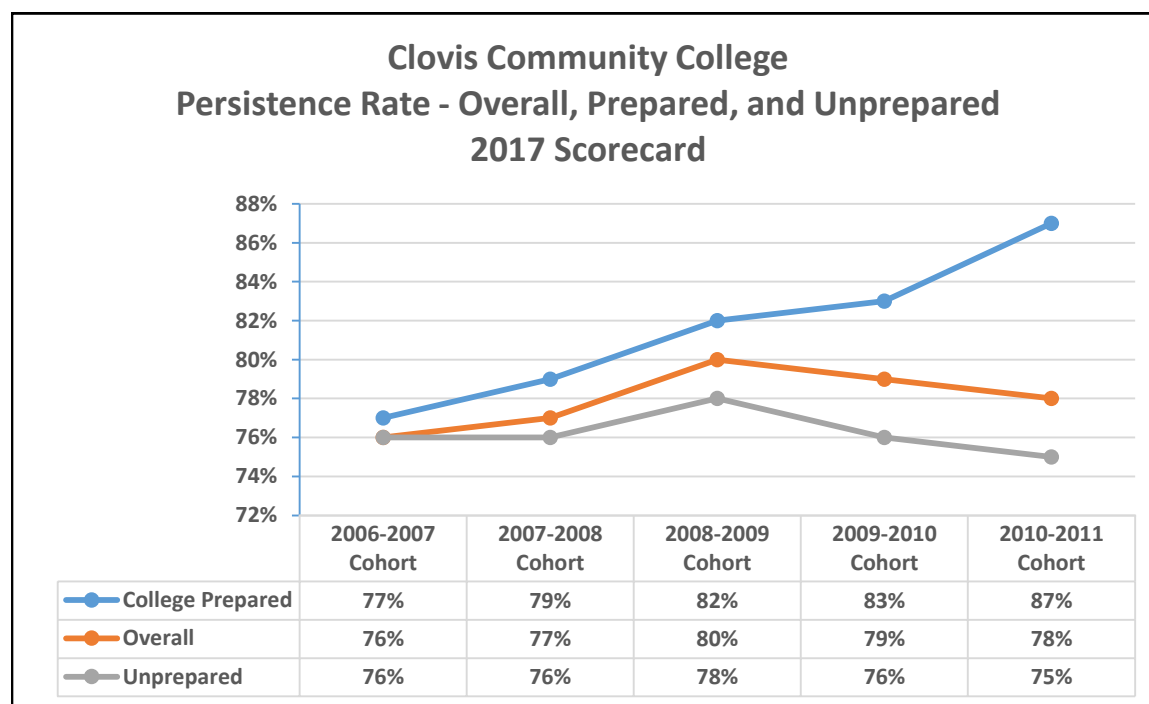# Chapter 5: California Community College Chancellor's Office Scorecard

The following charts and table use data from the 2016 CCCCO Scorecard. Clovis Community College does not have official Scorecard data; rather it has been included with Reedley College data. To obtain CCC information, the files were taken from the Chancellor's site and then matched to CCC enrollments. Because the outcomes are already computed through CCCCO, this data is comparable to other district Scorecard data with the caveat that there will be some duplication across colleges.

**Data on unknown students in the various categories is not reported.

Student Persistence: Overall, Prepared, and Unprepared – Student Success Scorecard

Persistence is defined as the percentage of degree and/or transfer-seeking first-time students, with a minimum of six units who attempted any Math or English in the first three years and who enroll in three consecutive primary terms anywhere in the system. This is considered a milestone metric in that research shows students who are continuously enrolled tend to complete more often than those who are not. The persistent rate, as calculated in the Scorecard, has an overall rate as well as a rate for students who are either "prepared" for college level Math and/or English or "unprepared" for college level Math and/or English.

Clovis Community College
Persistence Rate - Overall, Prepared, and Unprepared
2017 Scorecard

	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
College Prepared	77%	79%	82%	83%	87%
Overall	76%	77%	80%	79%	78%
Unprepared	76%	76%	78%	76%	75%

Data Source: CCCCO Scorecard, * < 50 students in cohort

The chart above indicates an increase in persistence, overall, with a large gain coming from those students in the College Prepared category, which increased from 77% to 87% over the five cohorts. Overall, the persistence rate has increased from 76% for the 2006-2007 cohort to 78% for the 2010-2011 cohort. Students in the Unprepared for College cohorts decreased persistence rates by 1% over the five cohorts.

Student Persistence by Gender and Preparedness

Students who enter college prepared are typically more successful than those who are not prepared. The following breakdown of persistence by gender shows (with only a few exceptions) that over the past 5 cohorts there has been an increase in persistence for both female and male students and that those who were college prepared were more likely to persist than those who were not college prepared.

All 1st Time College Students	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
Female	78%	79%	83%	79%	80%
Male	75%	75%	76%	78%	77%

Data Source: CCCCO Scorecard, * < 50 students in cohort

College Prepared	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
Female	86%	81%	90%	83%	89%
Male	64%	76%	75%	83%	84%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Not Prepared	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
Female	74%	78%	80%	77%	76%
Male	80%	74%	76%	74%	74%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Student Persistence by Ethnicity and Preparedness

The following breakdown of persistence by ethnicity shows disparity over the past 5 cohorts.

In looking at these data points, keep in mind that the ethnic categories have recently changed at the CCCCO and many of the groups are below the common standard for stability (n=50).

Comparing the 2010-11 cohort to the 2006-07 cohort, gains in persistence are noted for Hispanic (+9%), Native American (+12%), Hawaiian/Pacific Islander (+20%), two or more races (+12%), and others (+8). There is a decrease for African American (-7%), Asian (-2%), and White (-1%) students. Students who were college prepared were typically more likely to persist than those who were not college prepared.

All 1st Time College Students	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
African American*	71%	78%	95%	81%	64%
Asian	85%	82%	79%	80%	83%
Filipino*	63%	90%	80%	88%	63%
Hawaiian/Pacific Islander*	80%	33%	50%	100%	100%
Hispanic	73%	78%	79%	79%	82%
Native American*	74%	62%	78%	40%	86%
Other	77%	74%	73%	75%	83%
Two Or More Races*	-	-	-	62%	74%
White	78%	77%	81%	79%	77%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Prepared	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
African American*	75%	100%	80%	80%	89%
Asian*	82%	79%	74%	80%	82%
Filipino*	33%	100%	89%	86%	100%
Hawaiian/Pacific Islander*		50%	100%	100%	100%
Hispanic	71%	78%	78%	86%	91%
Native American*	67%	50%	50%	25%	100%
Other*	90%	86%	85%	77%	100%
Two Or More Races*	-	-	-	50%	93%
White	77%	79%	84%	85%	84%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Not Prepared	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
African American*	70%	73%	100%	81%	57%
Asian*	86%	84%	83%	80%	83%
Filipino*	80%	89%	73%	90%	45%
Hawaiian/Pacific Islander*	80%	0%	33%	100%	100%
Hispanic	74%	77%	80%	77%	79%
Native American*	77%	67%	86%	50%	80%
Other	72%	68%	66%	74%	73%
Two Or More Races*	-	-	-	71%	64%
White	78%	76%	79%	75%	73%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Student Completion: Achievement of At Least 30 Units Rate – Overall, Prepared, Unprepared – Student Success Scorecard

"At Least 30 Unit Rate" cohorts begin with first time students with a minimum of 6 units earned and who attempted any Math or English in their first three years and ultimately acquired 30 or more units within six years of entry. This category is another milestone metric and the accumulation of 30 or more units within the first three years correlates with higher completion rates overall.

The Overall group includes Clovis Community College students who took any level of Math or English in their first three years. The achievement rate of 30 or more units has steadily increased over the past five cohorts from 68% to 72%. The College Prepared group includes CCC students who took a college level Math or English course in their first three years. The prepared group achievement of this metric increased from 72% to 81% over the five cohorts. The Unprepared group is comprised of students who enrolled in any remedial Math or English in their first three years. Their 30+ units achievement rate was consistent with a low of 66% to a high of 68%.

Clovis Community College
Achievement of At Least 30 Units Rate –
Overall, Prepared, Unprepared

	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
Prepared	72%	70%	77%	80%	81%
Overall	68%	68%	70%	73%	72%
Unprepared	66%	68%	66%	68%	68%
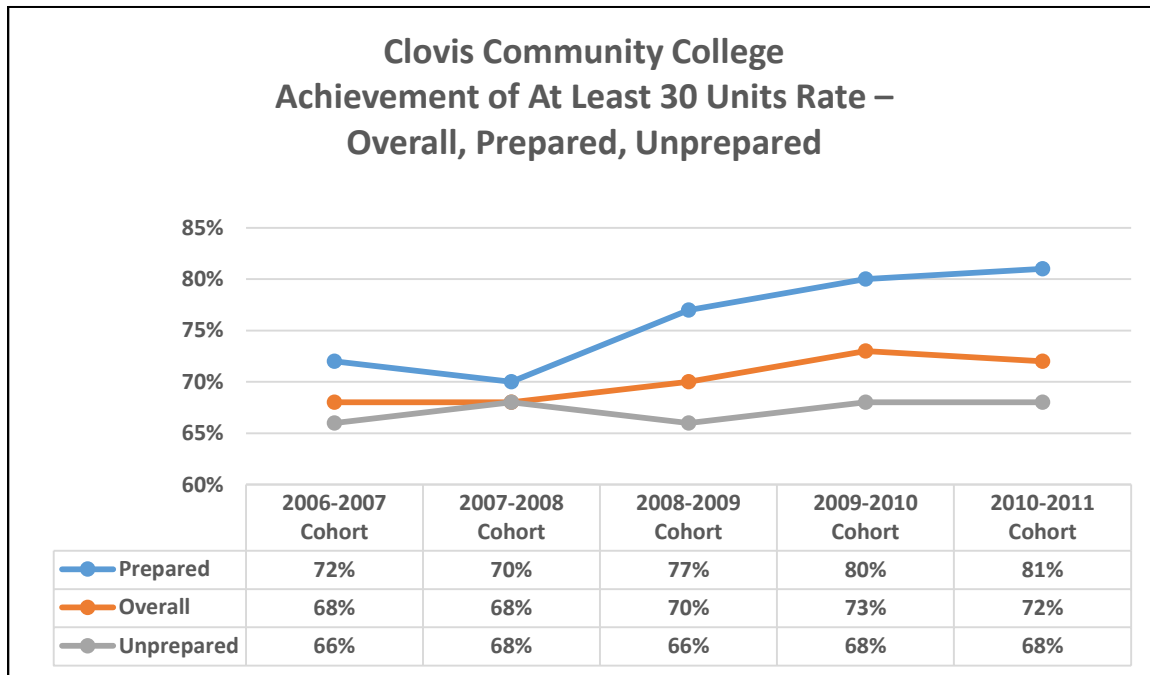
Data Source: CCCCO Scorecard, * < 50 students in cohort

Student Achievement of at Least 30 Units by Gender and Preparedness

Credit accumulation, 30 units specifically, tends to be positively correlated with student success measured as either completion or wage gain (CCCCO Scorecard Framework).

Both female and male students made strides over the cohorts with this metric. Specifically, prepared students of both genders increased the 30+ measure by 8% or more. Unprepared students remained steady at approximately 67% achievement of the 30+ units metric.

All 1st Time College Students	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
Female	68%	71%	71%	73%	73%
Male	69%	65%	68%	72%	71%

Data Source: CCCCO Scorecard, * < 50 students in cohort

College Prepared	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
Female	73%	71%	81%	82%	83%
Male	71%	68%	73%	78%	79%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Not Prepared	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
Female	66%	71%	67%	68%	68%
Male	67%	64%	65%	68%	68%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Generally, each of the student groups has improved reaching the 30+ units metric over the past five cohorts. Extremely small sample sizes can be attributed to those that did not. More importantly, underrepresented students made large improvements – especially those in the prepared group.

Student Achievement of at Least 30 Units by Ethnicity and Preparedness

Overall	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
African American*	46%	44%	68%	57%	59%
Asian	72%	72%	62%	77%	74%
Filipino*	63%	80%	70%	88%	81%
Hawaiian/Pacific Islander*	60%	33%	50%	100%	33%
Hispanic	63%	67%	69%	71%	71%
Native American*	68%	69%	33%	50%	86%
Other	70%	65%	62%	67%	89%
Two Or More Races*	-	-	-	46%	74%
White	70%	70%	74%	75%	72%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Prepared	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
African American*	75%	67%	80%	80%	78%
Asian	65%	79%	48%	78%	70%
Filipino*	100%	100%	89%	86%	80%
Hawaiian/Pacific Islander*	-	50%	100%	100%	100%
Hispanic	59%	73%	79%	82%	79%
Native American*	50%	50%	50%	50%	100%
Other	75%	59%	80%	80%	100%
Two Or More Races*	-	-	-	67%	87%
White	77%	70%	79%	81%	83%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Not Prepared	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
African American*	40%	40%	64%	50%	53%
Asian*	77%	68%	72%	76%	77%
Filipino*	40%	78%	55%	90%	82%
Hawaiian/Pacific Islander*	60%	0%	33%	100%	0%
Hispanic	65%	65%	65%	67%	68%
Native American*	77%	78%	29%	50%	80%
Other	69%	68%	53%	62%	82%
Two Or More Races*	-	-	-	29%	68%
White	67%	70%	71%	71%	67%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Pre-Collegiate Improvement: English – Student Success Scorecard

The Student Success Scorecard looks at the percentage of credit students who start out at any level below transfer in English, Mathematics, and/or ESL and are followed for six years to determine if they successfully completed a college-level course in the same discipline. The cohorts for each discipline are tracked from the time the student attempts a course any levels below transfer in Mathematics, English, and/or ESL course at that college.

The English Progress Rate has increased overall by 8% over the past five cohorts. The range includes a low progress rate of 42% (2006-2007) to a high of 50% (2010-2011).

Clovis Community College
English Progress Rate

	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
English Progress Rate	42%	43%	49%	48%	50%
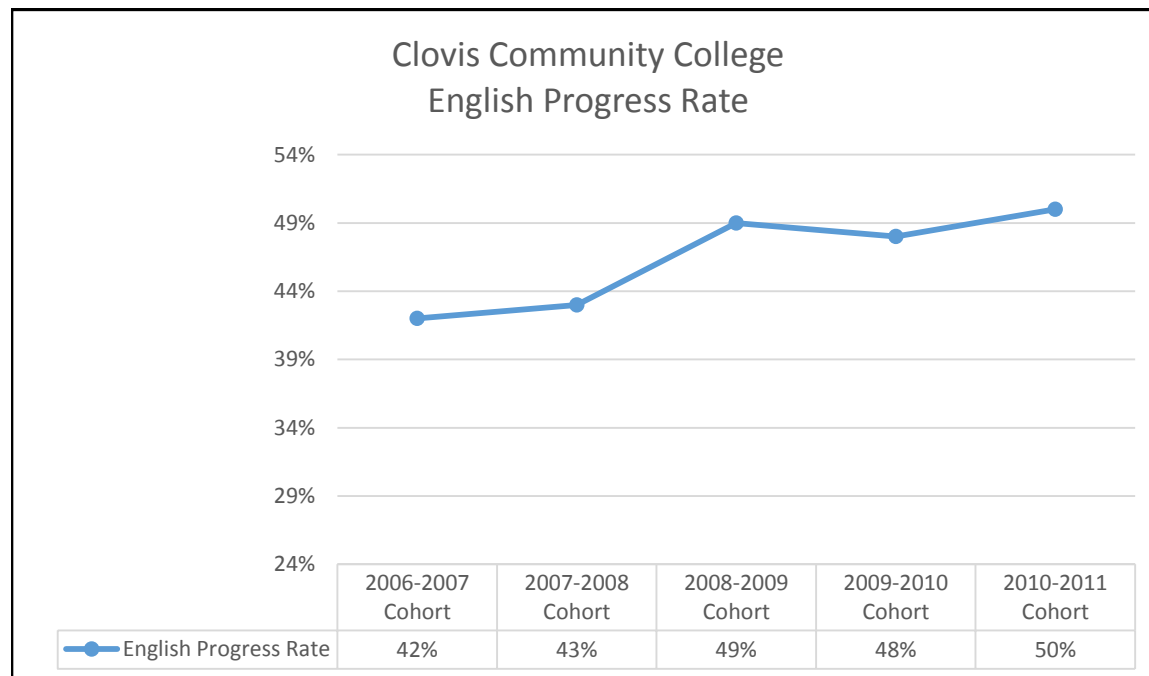
Data Source: CCCCO Scorecard, * < 50 students in cohort

Pre Collegiate Improvement by Gender

The Student Success Scorecard looks at the percentage of credit students who start out at any level below transfer in English, Mathematics, and/or ESL and are followed for six years to determine if they successfully completed a college-level course in the same discipline. The cohorts for each discipline are tracked from the time the student attempts a course any levels below transfer in Mathematics, English, and/or ESL course at that college.

As can be seen, female students tend to reach this goal more frequently than men, however; both groups have increased attainment of the goal by at least 8% over the last five cohorts.

Pre Collegiate English Improvement by Ethnicity

	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
Female	44%	48%	50%	52%	52%
Male	40%	37%	48%	45%	49%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Disaggregated data by ethnicity indicates that most group categories have improved over the five years. Keeping in mind the very small sample sizes of most, the news is still positive. Additionally, Hispanic students, who have a very stable group size, show a 7% increase over time.
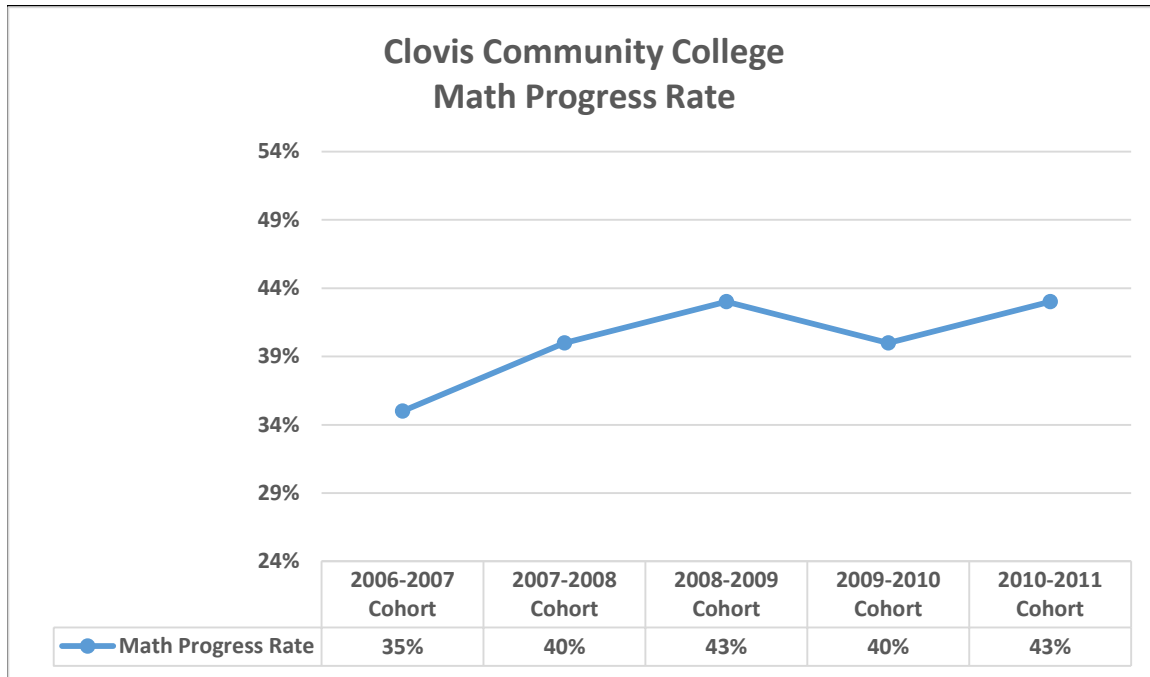
Pre Collegiate English Improvement by Ethnicity

	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
African American*	22%	26%	36%	32%	41%
Asian*	50%	62%	52%	47%	56%
Filipino*	50%	60%	50%	63%	63%
Hawaiian/Pacific Islander*	33%	0%	0%	100%	-
Hispanic	36%	38%	42%	42%	43%
Native American*	33%	42%	22%	55%	33%
Two Or More Races*	-	-	-	29%	52%
White	47%	46%	55%	54%	54%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Pre-Collegiate Improvement: Math – Student Success Scorecard

The Math Progress rate has a similar trend as the English with overall improvement of 8% over the past five cohorts. The range includes a low progress rate of 35% (2006-2007) to a high of 43% (2010-2011).

Clovis Community College
Math Progress Rate

	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
Math Progress Rate	35%	40%	43%	40%	43%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Pre Collegiate Math Improvement by Gender

Both female and male students progressed to complete a degree level math course in similar fashion with women increasing by 8% over the cohorts and men increasing 7% over the same period.

	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
Female	37%	43%	46%	41%	45%
Male	34%	36%	39%	38%	41%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Pre Collegiate Math Improvement by Ethnicity

There appears to be disparity among groups when looking at the next table. However, the groups with varying and scattered outcomes are all quite small. The two groups with larger, stable sample sizes, Hispanic and White, have made improvements in degree level math completion by 6% and 8% respectively.

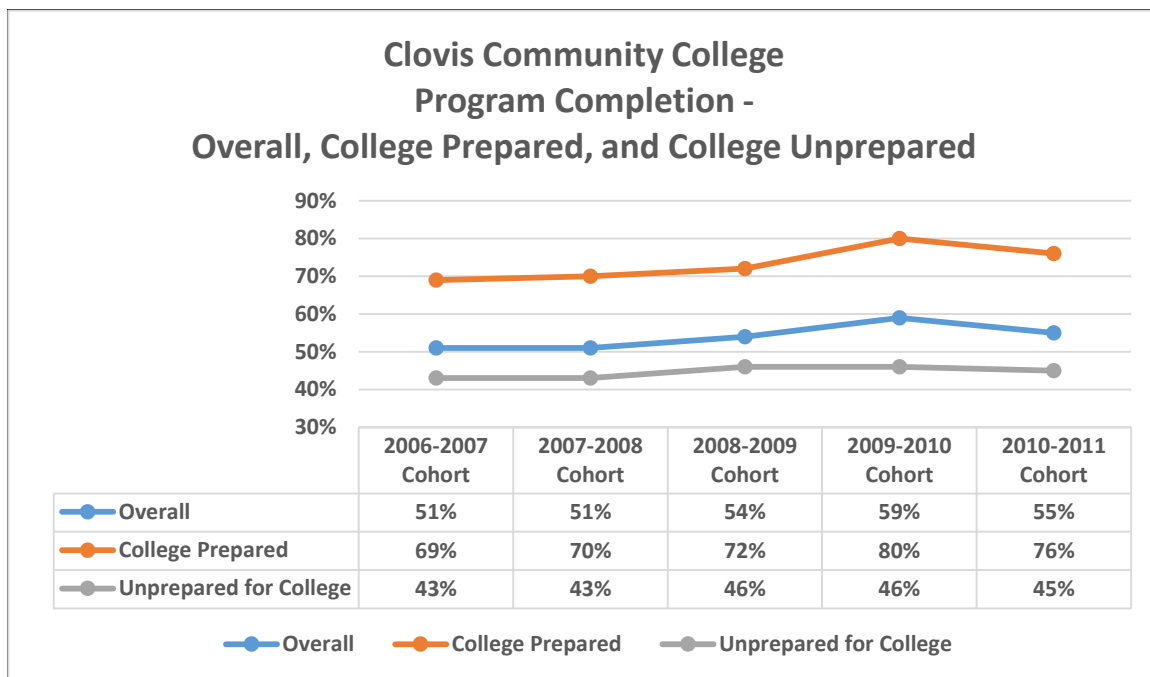|	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
African American*	36%	12%	54%	25%	32%
Asian*	26%	47%	51%	39%	55%
Filipino*	33%	44%	36%	43%	54%
Hawaiian/Pacific Islander*	40%	50%	50%	0%	50%
Hispanic	32%	43%	38%	39%	38%
Native American*	26%	35%	27%	27%	38%
Two Or More Races*	-	-	-	21%	27%
White	39%	41%	47%	44%	47%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Clovis Community College Student Completion – Student Success Scorecard

Program completion helps Clovis Community College, State Center Community College District (SCCCD), and the California Community College System meet their missions. Students who achieve a degree or certificate or a transfer related outcome demonstrate completion.

This category is the percent of first-time CCC students with a minimum of six units earned who attempted any Math or English in the first three years and achieved a degree or certificate or a transfer related outcome within six-years of beginning.

The "Overall" group includes all CCC students who took any Math or English course in the first three years and went on to earn one of the desired outcomes. This group has gone from a 51% completion rate to 55% over the last five cohorts. The "College Prepared" students include students who took any college level math or English course in the first three years and achieved the desired outcome. This group increased from 69% completion to 76%. Lastly, the "Unprepared for College" students were those who initially took a remedial Math or English class in the first three years and then completed one of the desired outcomes. This group showed little movement and vacillated between 43% and 45% for the five years.

Clovis Community College
Program Completion -
Overall, College Prepared, and College Unprepared

	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
Overall	51%	51%	54%	59%	55%
College Prepared	69%	70%	72%	80%	76%
Unprepared for College	43%	43%	46%	46%	45%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Program Completion by Gender and Preparedness

Students who enter college prepared are typically more successful than those who are not prepared. For the following, completion includes students who completed a degree, certificate, or transfer related outcome within 6 years of entering they system.

The following breakdown of completion by gender shows that over the past five cohorts there has been an increase in completion for both female and male students and that those who were college ready were more likely to persist than those who were not college prepared.

All 1st Time College Students	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
Female	51%	52%	57%	61%	56%
Male	51%	50%	52%	57%	54%

Data Source: CCCCO Scorecard, * < 50 students in cohort

College Prepared	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
Female	70%	73%	78%	81%	79%
Male	67%	66%	65%	80%	72%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Not Prepared	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
Female	43%	43%	47%	49%	45%
Male	44%	45%	44%	41%	45%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Program Completion by Ethnicity and Preparedness

Overall	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
African American*	42%	28%	58%	38%	44%
Asian	56%	70%	56%	68%	66%
Filipino*	50%	60%	60%	71%	69%
Hispanic	43%	41%	48%	55%	50%
Native American*	37%	38%	33%	60%	43%
Pacific Islander*	20%	0%	25%	67%	33%
Two or More Races*	-	-	-	46%	60%
White	56%	56%	57%	62%	55%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Prepared	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
African American*	50%	67%	80%	100%	56%
Asian*	65%	95%	65%	89%	85%
Filipino*	33%	100%	100%	86%	100%
Hispanic	73%	68%	62%	80%	78%
Native American*	33%	50%	50%	75%	0%
Pacific Islander*	-	0%	0%	100%	100%
Two or More Races*	-	-	-	67%	80%
White	71%	72%	72%	79%	74%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Not Prepared	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
African American*	40%	20%	50%	19%	40%
Asian*	50%	55%	48%	44%	53%
Filipino*	60%	56%	27%	60%	55%
Hispanic	33%	34%	43%	45%	40%
Native American*	38%	33%	29%	50%	60%
Pacific Islander*	20%	0%	33%	50%	0%
Two or More Races*	-	-	-	29%	50%
White	48%	48%	48%	50%	45%

Data Source: CCCCO Scorecard, * < 50 students in cohort

Career Technical Education – Student Success Scorecard

This category is defined as the percentage of Clovis Community College students who attempted a Career Technical Education course for the first time and completed more than eight units in the subsequent three years in a single discipline and completed a degree, certificate, or transfer related outcomes within six years of entry.

The CTE completion rates for the last five cohorts range between 63% and 72% with an increase of 6% between the 2009-10 and 2010-11 cohorts. Since becoming a college, CCC continues to increase course offerings and develop new CTE programs. This should support continuing positive outcomes. CTE completion rates are expected to increase in all program areas.

Clovis Community College
CTE Completion - Last Five Cohorts

	2006-2007 Cohort	2007-2008 Cohort	2008-2009 Cohort	2009-2010 Cohort	2010-2011 Cohort
CTE Completion	70%	63%	64%	64%	72%

Data Source: CCCCO Scorecard, * < 50 students in cohort